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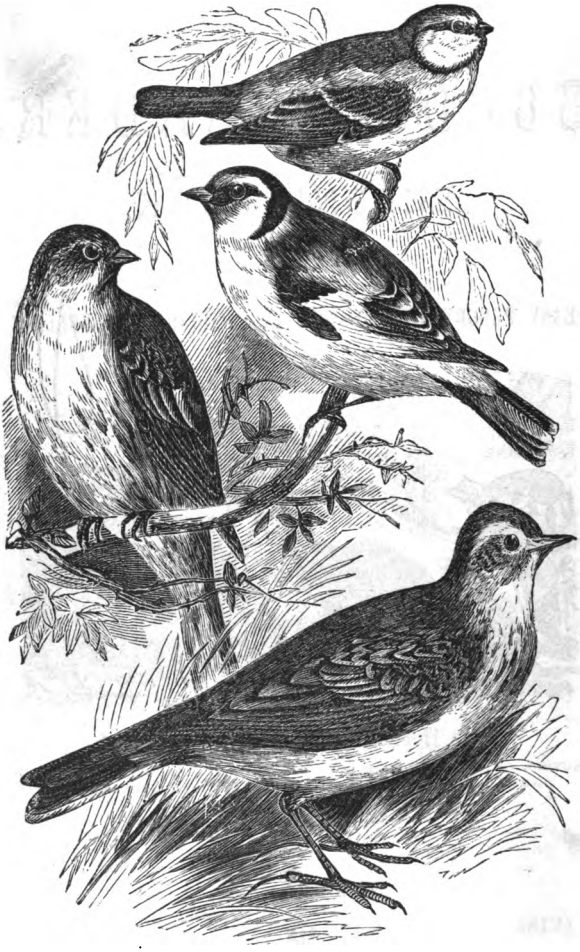

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PREFACE.

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Distinct Articulation and correct Pronunciation, being essential to good reading, no pains should be spared in acquiring these prime requisites.

To aid the pupil in doing this, we have given, in the fore part of the present volume, a Table of the Elementary Sounds, specimens of the most common faults in Pronunciation, and, also, examples of difficult combinations of the letters. These should receive a large share of attention and practice every day, till every word, every sound, and every combination of sounds, can be easily and clearly uttered.

With the same design, the words of each lesson, which are more likely to be mispronounced, have been so arranged as to exhibit by comparison and contrast their true pronunciation. With due attention, therefore, to these aids, and a proper regard to the words forming the spelling lessons, the pupil can scarcely fail to pronounce all the words with ease and correctness.

To enable the pupil to avoid, as far as may be, that disagreeable monotony that always results from reading a succession of pieces of the same general cast, great pains have been taken to secure the utmost possible variety of style and matter. In this particular, therefore, the following pages will be found especially interesting.

But, above and beyond all excellencies of style, matter, and arrangement, the moral influence of the lessons has been steadily considered; since, whatever else may form the superstructure, *sound morals* must ever be the foundation of right education.

With this brief prefatory note, the present number of the Series goes forth, designed, like all the rest, to contribute its mite toward educating the youth of our country.

NEW YORK, *June*, 1860.

175

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CONTENTS.

LESSON		PAGE
	Elementary Sounds of the Letters,	9
	Exercise in Articulation,	10
	Marks and Pauses used in Reading,	12
1.	A Truly Great Man,	13
2.	Are You Kind to Your Mother,	15
3.	The Cruel Boy and the Robins,	17
4.	The Way to Read Well,	18
5.	Learn to Think while you Read,	20
6.	The Spider and the Fly,	21
7.	Power, Wisdom, and Goodness of God,	23
8.	A Summer Hymn,	24
9.	The Boy and the Image,	26
10.	A Strange Dispute,	30
11.	The Way Some Learn to Write,	33
12.	The Boy who Became a Sea Captain,	35
13.	Right and Wrong,	38
14.	George and the Pocket Knife,	40
15.	The Works of God,	42
16.	The Honest School Boy Rewarded,	43
17.	The Way to Overcome Evil,	45
18.	The Boy of True Courage,	47
19.	Do as you would have Others do to You,	49
20.	The Honest Poor Man,	51
21.	Don't Kill the Birds,	53
22.	The Poultry Yard,	54
23.	The Piece of Stained Glass,	57
24.	The Little Archer and his Arrow,	59
25.	The Young Sailor,	61
26.	Effects of Evil Deeds,	62
27.	The School Boys and the Monkey,	63
28.	The Boy who Planted his Money,	65
29.	The Little Water-Wheel,	68

Digitized by Google

LESSON		PAGE
30.	Different Kinds of Dogs,	71
31.	Darwin and his Dog,	73
32.	The Hawk and the Weasel,	75
33.	A Gentlemanly Boy must be Gentle,	77
34.	Pride in Dress,	79
35.	Trust and Try,	83
36.	Only One Brick on Another,	83
37.	The Right Use of Knowledge,	86
38.	Select Sentences,	87
39.	The Meaning of Duty,	88
40.	Money a Medium of Exchange,	92
41.	The Reward of Diligence,	93
42.	Little John Gay,	96
43.	The Poisonous Berries,	97
44.	Benefit of Exchanges,	100
45.	The Envious Boy,	102
46.	Otto and the Fieldfares,	105
47.	The Life Clock,	110
48.	Influence of Kindness,	111
49.	The Effects of "A Blow for a Blow,"	114
50.	The Tailor Bird and its Nest,	116
51.	Now is the Time,	118
52.	The Boy and the Butterfly,	119
53.	"I Can't," and "I'll Try,"	121
54.	True Duncan,	122
55.	Do not Choose too Hastily,	126
56.	The Twig and the Tree,	127
57.	Temperance Taught by a Monkey,	132
58.	Charlotte and the Peacock,	136
59.	The Peacock,	139
60.	The Kamt-schat-kan Bear and the Tea-kettle,	141
61.	The World was Made for Man,	143
62.	Old Peacemaker,	145
63.	The Flower Beds,	147

Digitized by Google

LESSON		PAGE
64.	The Wrong Decision, . . . *Xenophon*	149
65.	The Boy and the Echo, ...	152
66.	The Little Boat-Builders, ...	154
67.	The Four Colors, ...	156
68.	Gathering Flower-Seeds, ...	158
69.	Finish your Work before you Play, . .	161
70.	Sympathy among the Birds, ...	164
71.	What Can I Do?	168
72.	The Masked Monkeys, ...	168
73.	The Best on the Outside, ...	171
74.	The Way Wolves Punish Liars, . . .	175
75.	The Dead Brother, ...	178
76.	The Indian, Panther, and Bear, . . .	179
77.	The Volunteers, ...	182
78.	The King and his Page, ...	184
79.	What God has Made, ...	186
80.	The Wonderful Sign, ...	187
81.	The Nut without a Kernel, . . .	192
82.	The Nut without a Kernel, *continued*, . .	194
83.	The Boy and the Lark, ...	197
84.	Strive to Excel, ...	198
85.	The Sun, Moon, and Stars, ...	200
	Come and Join our Singing, ...	201
	O Come, Come Away, ...	202
	Never be Late at School, ...	204

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ELEMENTARY SOUNDS OF THE LETTERS.

VOWEL SOUNDS.

TONICS.

Element.		*Power.*
1.—[1]A*	as in	*A*pe.
2.—[2]A†	"	*A*rm.
3.—[3]A	"	*A*ll.
4.—[4]A	"	*A*t.
5.—[5]A	"	C*a*re.
6.—[6]A	"	*A*sk.
7.—[1]E	"	*E*ve.
8.—[2]E	"	*E*nd.
9.—[1]I	"	*I*ce.
10.—[2]I	"	*I*t.
11.—[1]O	"	*O*ld.
12.—[2]O	"	D*o*.
13.—[3]O	"	*O*x.
14.—[1]U	"	T*u*ne.
15.—[2]U	"	*U*p.
16.—[3]U	"	P*u*ll.
17.—OI	"	*Oi*l.
18.—OU	"	*Ou*t.

CONSONANT SOUNDS.

SUB-TONICS.

19.—B	as in	*B*at.
20.—D	"	*D*un.

SUB-TONICS.

Element.		*Power.*
21.—G	as in	*G*un.
22.—J	"	*J*et.
23.—L	"	*L*et.
24.—M	"	*M*an.
25.—N	"	*N*ot.
26.—R	"	*R*un.
27.—V	"	*V*ent.
28.—W	"	*W*ent.
29.—Y	"	*Y*es.
30.—[1]Z	"	*Z*eal.
31.—[2]Z	"	A*z*ure.
32.—NG	"	Si*ng*.
33.—TH	"	*Th*y.

A-TONICS.

34.—F	as in	*F*it.
35.—H	"	*H*at.
36.—K	"	Ki*d*.
37.—P	"	*P*it.
38.—S	"	*S*in.
39.—T	"	*T*op.
40.—CH	"	*Ch*at.
41.—SH	"	*Sh*un.
42.—TH	"	*Th*in.
43.—WH	"	*Wh*en.

---

* The sound of long *a*, after *r* in the same syllable, as in the word *care*, is essentially the same as that in the word *ape*; or, rather, it *begins* with the latter, and *ends*, with the faint sound of *e*; without, however, making two distinct syllables: thus, *ca'er*.

† The sound of *a* in *far* is radically the same as that which it has in *fast*, *ask*, *pass*, *pant*, &c.: the difference being that, in the latter, the *a* sound is less prolonged.

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ARTICULATION.

ARTICULATION is the giving to every letter, syllable, and word, a proper and distinct utterance.

It is of the utmost importance to the young reader, that he acquire a clear and distinct Articulation. Should he fail to pronounce *distinctly* all the words that occur in his Reading Lessons, it is recommended that he be frequently exercised in the following examples, until he can pronounce them with clearness and accuracy.

EXERCISE I.

The most common faults in Articulation, are the following, namely :—

FIRST.—*The suppression of a syllable;* as,

cru'l	for	cru-*e*l.	ev'ry	for	ev-*e*r-y
quar'l	"	quar-*r*el.	sev'ral	"	sev-*e*r-al.
rob'n	"	rob-*i*n.	jub'lee	"	ju-*bi*-lee.
fam'ly	"	fam-*i*-ly.	hist'ry	"	his-*to*-ry.
van'ty	"	van-*i*-ty.	mem'ry	"	mem-*o*-ry.
trav'ler	"	trav-*e*l-er.	col'ny	"	col-*o*-ny.

EXERCISE II.

SECOND.—*The suppression of a sound;* as,

go-in	for	go-in*g*.	de-mans	for	de-man*ds*.
tak-in	"	tak-in*g*.	ac-cep	"	ac-cep*t*.
p'r-haps	"	per-haps.	wam-er	"	wa*r*m-er.
b'-lieve	"	*be*-lieve.	um-ble	"	*h*um-ble.
pr'-vide	"	pro-vide.	mount'n	"	mount-*ai*n.
fa-t'l	"	fa-*ta*l.	ab-it	"	*h*ab-it.

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Exercise III.

THIRD.—*The change of a vowel sound;* as,

*u*p-pear	for	*a*p-pear.	chil-dr*i*n	for	chil-dr*e*n.
*u*b-serve	"	*o*b-serve.	help-l*u*ss	"	help-l*e*ss.
pres-*u*nce	"	pres-*e*nce.	mod-*i*st	"	mod-*e*st.
fel-l*er*	"	fel-l*ow*.	pic-t*er*	"	pic-t*ure*.
pock-*it*		pock-*et*.	sep-*e*-rate	"	sep-*a*-rate.
judg-m*u*nt		judg-m*e*nt.	mod-e-r*it*	"	mod-*er*-ate.

Exercise IV.

Be careful to articulate the letters *d*, *t*, and *r*, distinctly; as,

friend*s*,	not	friens.	prod-uc*ts*,	not	prod-ux.
com-mand,	"	com-man.	at-temp*ts*,	"	at-temps.
thou-sand,	"	thou-san.	thrift-y,	"	thift-y.
pre-cep*t*,	"	pre-cep.	*sh*rub-by,	"	srub-by.
soft-ly,	"	sof-ly.	thr*e*at-en,	"	th*e*at-en.
high-est,	"	high-es.	*sh*riv-el,		sriv-el.

Exercise V.

Pronounce distinctly the following words:

*bl*and	*gl*eam	fau*lts*	le*ngth*	*arms*	*sk*ate
*br*anch	*gr*ieve	*valves*	*pl*ume	bur*n*	ta*sks*
kno*bs*	e*ggs*	fi*lch*	*pr*ince	co*rpse*	*sl*ime
*ch*urch	bu*lb*	wea*lth*	bar*b*	ho*rse*	*sp*are
*cr*ust	so*ld*	ny*mph*	or*bs*	fir*st*	*sm*ile
can*dle*	fo*lds*	bu*mps*	bar*d*	dar*ts*	*sn*are
*dr*ift	she*lf*	thu*mbs*	su*rf*	car*ve*	was*ps*
see*ds*	bu*lge*	we*nch*	su*rge*	pu*rs*	*str*ipe
brea*dth*	si*lk*	ha*nds*	da*rk*	ma*rch*	ma*sts*
*fl*ame	he*lm*	si*ng*	ma*rks*	ha*rsh*	*th*ine
qua*ffs*	fi*lms*	ra*nge*	sna*rl*	mi*rth*	*tr*ade
wa*ft*	he*lps*	ba*nks*	hu*rls*	*sph*ere	*th*ief
sha*fts*	pu*lse*	ce*nts*	ha*rm*	*sh*rill	spa*sms*

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MARKS AND PAUSES USED IN READING.

If with correctness you would read,
You must with care the pauses heed.

, Comma.

As oft as you the *Comma* meet,
You pause while *one* you can repeat.

; Semicolon.

At *Semicolons* thus you do;
You pause the time of counting *two*.

: Colon.

At *Colons*, then, the pause is more;
For there you rest the time of *four*.

. Period.

For *Periods* thus the rule we fix;
You rest the time of counting *six*.

" " Quotation.

Quotations show the words of others;
As, "Brothers should not war with brothers."

! Exclamation.

Now *Exclamations* next appear:
These mark delight, surprise, or fear;
And here the time to rest we state,
The same as we for colons rate.

? Interrogation.

Interrogations serve to show
Some question asked; as, Will you go?
At which you rest but little more
Than time to count the number *four*.

Thus, if correctly you would read,
With care the marks and pauses heed.

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LESSSON I.

GEN' TLE, mild; not rude.
COUR' AGE, bravery.
HAP' PY, cheerful.
THINK' ING, considering.
BEAU' TY, comeliness.
IN' SECTS, small animals.
LOVE' LY, beautiful.
PLANT' ED, set in the ground.
STUD' Y, act of learning.
HOP' PING, leaping.
RAIS' ING, lifting.
SEEM' ED, appeared.
CON' SCIENCE, sense of right and wrong.
TEACH' INGS, dictates; precepts.

A TRULY GREAT MAN.

1. I know a great man who is as kind and gentle as a child, and yet he is full of courage.

2. He never speaks a cross word; he is always happy, and thinking what he can do to make others happy.

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3. To him the world is full of beauty. He knows the name of every little flower, and can tell you all about the birds, beasts, fishes, and insects.

4. When he walks out, he looks upon the earth as a lovely garden, which God himself has planted, and in which He has placed man, that he may enjoy its beauty.

5. He loves to listen to the wind, to hear the birds sing, and to watch the moving clouds. He feels happy to know, that he and all things were made by the hand of God.

6. But this great man was once a little boy. He had his hours for study, and his hours for play.

7. One day, while this little boy was walking by himself in the garden, he saw a toad hopping along in his path.

8. He took up a stone to throw at it; but just as he was raising his arm, something seemed to warn him not to do it.

9. No one was with him, and no one spoke to him; yet he felt that he

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must not throw the stone. He dropped it, ran home, and told his mother.

10. "What was it, mother," said he, "that made me drop the stone?"

11. "It was conscience," said his mother; "and, my dear boy, if you would be wise and happy, be sure that you always listen to this voice."

12. The boy was careful to follow his mother's advice. He strove to obey the teachings of conscience, and he became a great and good man.

Questions, at the discretion of the teacher.

LESSON II.

An' swer, reply.
Ques' tion, inquiry.
Watch' ed, guarded.
Help' less, weak; feeble.
In' fants, babes.
Guard' ed, took care of.
Pa' tient, forbearing.
Child' ish, childlike.
Con trives', plans; manages.
O bey', mind; heed.
Read' y, prompt; prepared.
List' en, hearken.
Neg lect', omit or fail to do.
Re peat', recite; rehearse.
Hon' or, esteem; revere.
Com mand', precept.

ARE YOU KIND TO YOUR MOTHER?

1. Little boys and girls, what answer can you give to this question?

2. Who was it that watched over you, when you were helpless infants?

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3. Who guarded you in health, and took care of you, when you were sick?

4. Who sang the pretty hymn to lull you to sleep, as you lay in your little bed?

5. Who heard you say your little prayers, and kindly taught you to read?

6. Who has borne with your faults, and been kind and patient with you, in your childish ways?

7. Who loves you still, and who contrives, and works, and prays for you every day?

8. Is it not your mother—your own dear mother? Then let me ask again: Are you kind to your mother?

9. Do you obey her, and try to please her? When she speaks, are you ready to listen to her, or do you neglect what she wishes you to do?

10. Can you repeat the command: "Honor thy father and thy mother, that thy days may be long upon the land, which the Lord thy God giveth thee?"

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LESSON III.

CRU′ EL, unfeeling.
CHIRP′ ING, making the noise of small birds.
HUN′ GRY, in want of food.
CREA′ TURE, living being.
PER′ ISH, die; expire.
WICK′ ED, bad; sinful.
TEMPT′ ED, enticed.
HARM′ LESS, blameless; innocent.
BE CAME,′ got to be.
BE CAUSE′, for the reason that.
WITH OUT′, destitute of.
A LONE′, by itself.
FOR GET′, fail to remember.

THE CRUEL BOY AND THE ROBINS.

1. As a robin had left her nest to seek food for her young birds, a cruel boy shot her from a branch of a tree, and she fell to the ground dead.

2. The poor young birds did not know why they were left so long without food and they kept chirping and chirping till it was dark, when they all lay still in their nest.

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3. There were five young robins in the nest; and that night three of them became so cold and hungry, that they died before morning.

4. The other two lived till the next day, when one of them, in getting on the edge of the nest, fell out on the ground, and was caught by the cat.

5. The other poor little creature kept chirping, as long as it had strength to make a noise, and then it died alone in its nest.

6. Thus these five pretty young robins were left to perish in this cruel way, because their mother had been shot by a wicked boy.

7. I hope none of my young friends will forget this story, when they are tempted to kill the harmless birds, or even insects that God has made.

LESSON IV.

MEAN' ING, sense.
SPEAK' ING, talking.
PLEAS' ING, interesting.
SUP POSE,' think.
MIS TAKE,' error.
MIS CALL,' mispronounce.
STAM' MER, stutter or falter.
SEN' TENCE, a series of words, making complete sense; a period.
PAUS' ES, stops; points.
WEA' RY, tire; fatigue.

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THE WAY TO READ WELL.

1. When you can call words right, as soon as you see them, and know the meaning of what you read, you may soon become a good reader.

2. In order to do this, you must speak the words, as you do when talking. In this way, you will read as if you had some news to relate, or were telling a pleasing story.

3. Do not read *too fast*. Some boys and girls suppose they must read fast, or they will not be thought good readers. This is a mistake. You should never read any faster than you would speak.

4. By trying to read fast, you will pass over some words, miscall others, and stammer through the sentence in such a manner, that no one can tell what you have been reading about.

5. If you read too fast, you will pass over the pauses without taking breath; and thus you will weary yourself, and those, also, to whom you read.

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LESSON V.

Ex press', tell or declare.
In stead', in place of.
Sub' ject, matter treated of.
Ex plain', define; make plain.
Un less', except; without.
Ex pect', hope.

LEARN TO THINK WHILE YOU READ.

1. Some boys and girls, when they read, think, if they call the words right, that is all they have to do. But you must learn to *think* of what you read.

2. Words are used to express our thoughts; and, if you do not *think* while you read, you will not know what those thoughts are, which the words express.

3. Some children, while they are reading, are apt to have their minds on their toys or sports, instead of thinking about what they are reading.

4. After they have read a lesson, if their teacher were to ask them what they had been reading about, they could not tell; for their minds were not on the subject.

5. If you find any words in the lesson, of which you do not know the

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meaning, you must ask your teacher to explain them to you; for, unless you know the *meaning* of what you read, you can not expect to read well.

LESSON VI.

Buzz′ ing, humming.
A mong′, in the midst of.
Look′ ed, gazed.
Drag′ ging, hauling.
De vour′, eat greedily.
Bush′ es, shrubs; thickets.
Art′ ful, cunning; crafty.
Per′ sons, people.
A cross′, athwart.
De coy′, entice.
Vic′ tims, captives.
Mis′ er y, wretchedness.

THE SPIDER AND THE FLY.

1. A little girl, going into the garden to see her rose-bush, heard a buzzing noise; but she could not tell whence it came.

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2. She looked all round, and soon found that a large spider had made a web among the leaves of her rosebush, that a fly had been caught in the web, and the spider was dragging it into his den.

3. The little girl had a kind heart, and she did not like to see the cruel spider devour the poor fly. So she took a long stick, thrust it into the web, and broke it down, in order to save the life of the fly.

4. But the spider dragged the poor fly into his den, and the little girl saw them no more.

5. The spider is an artful creature, and it often makes its web among rose bushes, and in places where it can catch flies and other little insects.

6. It is just so with many wicked persons. They often spread their snares across the path of youth, and try to decoy them into vice and crime, and make them the victims of misery and death.

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LESSON VII.

NUM′ BER, count.
POW′ ER, might; strength.
WIS′ DOM, knowledge.
GOOD′ NESS, kindness.
CRE ATE′, form or produce.
BRANCH′ ES, boughs.
EN JOY′, possess.
SURE′ LY, truly; certainly.
SPRIGHT′ LY, brisk; lively.
TUN′ ED, put in tune.

POWER, WISDOM, AND GOODNESS OF GOD.

1. Can you count the stars in the sky, or the green leaves on the trees, or the blades of grass in the field?

2. No; they are more than we can number; yet they all are so many proofs of the power, wisdom, and goodness of God.

3. His power is no less seen in the little blade of grass, that grows by the wall, than in the sun, moon, and stars, that shine in the sky.

4. Man could no more make the grass grow, and the buds to put forth their green leaves, than he could create the sun, moon, or stars.

5. God made the earth and all creatures that move upon it. He made the great whale that sports in the

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sea, as well as the smallest insect that crawls on the ground.

6. He made the little birds that sing among the branches of the trees, as well as the great eagle that soars high in the air.

7. God made the earth to bring forth food for man and beast. He made us, and gave us our breath and all that we enjoy. Surely we will praise Him: for He is good, wise, and great.

8. God made the sun to shine by day,
The moon and stars, by night,
The little lambs to skip and play,
And flowers to charm the sight.

9. God made the birds with sprightly wing,
To soar up in the sky:
He tuned their voice His praise to sing,
And taught them how to fly.

LESSON VIII.

Sha′ dy, giving shade.
Spark′ le, gleam or glitter.
Rip′ pling, ruffling.
Re joice′, be glad.
Air′ y, gay; lively.
Mak′ er, Creator.
Bless′ ings, benefits.
Flow′ er y, full of flowers.

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A SUMMER HYMN

1. Who makes the soft wind blow?
   Who makes the bright sun shine?
   The flowers and grass that grow
   Around this path of mine?
   Who makes the shady trees arise,
   And spreads their boughs beneath the skies?

2. Who makes the brook so bright,
   From earth's cold bosom spring,
   And sparkle in the light,
   And sweetly, sweetly sing,
   As if an angel lent his voice
   To help the rippling streams rejoice?

3. Who gave the airy bird
   Soft feathers, and swift wings,
   And taught it music-tones,
   To charm us when it sings?
   Say, little bird, who taught you how
   To sing so sweetly on the bough?

4. O, 't is our Maker God
   Who gives us every thing,—
   The grass, the flow'ry sod,
   The brooks, and birds that sing!
   And all the blessings of this day,
   He sheds upon our happy way.

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LESSON IX.

Mon′ ey, cash; coin.
Im′ age, likeness.
Ob ject′, oppose.
Buy′ ing, purchasing.
Pres′ ent, gift.
Cor rect′, true,
Skill′ ful, expert.
Arch′ er, bowman.
Serv′ ice, use; benefit.
Re ward′, repay.
Kind′ ness, good-will.
E nough′, sufficient.
Re ceive′, take; get.
Prop′ er, right.
Mo′ tive, aim, or design.
Per ceive′, discover.
Hon′ est, true; real.
Mere′ ly, only.
In dulge′, gratify.
De sires′, wishes.

THE BOY AND THE IMAGE.

Henry. Mother, will you let me have some money to buy a little image?

Mother. Why, my son, what would you do with an image?

Henry. I would keep it to show to our friends, when they come to see us.

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Mother. But could you not make some better use of your money, than to buy an image?

Henry. I think not, mother; for the little boy that wishes me to buy one, makes them at night, after he comes home from school, and then he tries to sell them to get money for his poor sick father.

Mother. How did you learn that his father was sick, Henry?

Henry. He told me so one night, as we were coming from school, and I stopped to see him, and he looked very sick and poor.

Mother. I do not object to your buying an image; but would it not be better for him to sell it to some one else, and you let him have the price of it as a present?

Henry. Yes; I would do so; but it is one he made on purpose for me: it is William Tell shooting the apple from his son's head. I like it very much, and he wishes me to have it.

Mother. I like the subject very

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much, and the image is, no doubt, a very correct likeness of that bold, and skillful archer. But what is his price?

Henry. Only half a dollar, and I think that is very cheap

Mother. You may have that sum to give to the poor boy, if you are willing to let him sell the image to some one else. Here is the money.

Henry. I thank you, mother; I think the money will be of more service to him and to his poor father, than the image would to me. When may I take it to him?

Mother. You may go now, and I wish, when you return, to hear how his father is.

Henry. Mother, the boy was not at home; but I saw his father, and gave him the money; and he seemed a great deal better. He thanked me, and said, "God would reward me for my kindness."

Mother. And so he will, my son, and do you not think you are more happy

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than you would be, if you had not made him a present of the money?

Henry. Yes, mother, though I *should* like to have the image, if I could get money enough to buy it, before it is sold to any other person.

Mother. I think you once learned the verse: "It is more blessed to give than to receive." But come into the parlor; I have something, which I wish to show you.

Henry. Why, mother, that is the very image! But I would like to know how it came here? Did the boy bring it, while I was gone?

Mother. No, my son; I sent for it while you were getting ready to go.

Henry. O mother! I now see your object in doing this. It was that you might know whether I was acting from a proper motive.

Mother. True, my dear boy, and I rejoice to perceive, that it was your honest wish to do good to others, instead of seeking merely to indulge your own selfish desires.

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LESSON X.

Lov′ ing, affectionate.
Pic′ tures, drawings.
Sto′ ries, tales.
De cide′, settle.
Ask′ ed, requested.
Na′ ture, character.
Dis pute′, disagreement.
Re pli′ ed, answered.
Claim′ ing, demanding.
Con′ duct, behavior.
En dears′, makes dear.
Par′ ents, fathers or mothers.
Paus′ ing, stopping.
Mo′ ment, little while.
Pleas′ ed, satisfied.
De light′ ed, took pleasure.
Pre vent′, avoid.
Quar′ rels, disputes.
Con tend′ ed, striven.
Wretch′ ed, unhappy.

A STRANGE DISPUTE.

1. Agnes and Otis Turner were two loving children, and they always tried to make each other happy.

2. If Agnes had a peach or an orange, she would give a part of it to Otis, her brother; and, if he had any

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thing which Agnes liked, he would do the same by her.

3. As they were so good and kind to each other, their father bought them two new books for a Christmas present, and left them to choose which book each should have.

4 One of the books had a pink cover, and was full of pictures and pretty stories, and the other had a blue cover with a fine gilt border and gilt letters.

5. After looking at the books for some time, they both thought the one with the pink cover the better of the two, and each wished the other to have that book.

6. At last, as they would not decide the matter themselves, they asked their father to say which book each should have.

7. "Well," said he, "you must first explain to me the nature of your dispute."

8. "Why," replied Agnes, "we have no dispute; only I wish Otis to have the book with the pink cover, and he wishes me to have it."

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9. "Why, my daughter," said Mr. Turner, "do you not like that book as well as the one with the blue cover?"

10. "O yes, sir,' said Agnes; "but I always like to give Otis the best things; for he is always so good and kind to me."

11. "Well, Otis," said the father, "what do you say? Do you want the better book?"

12. "O no, father," said he; "I wish you to give it to Agnes; for she is always kind to me, and gives me her things, if I want them."

13. What could their father do? Each wished the other to have the better book. Here was a strange dispute,—each claiming the right to give the best things to the other. Such conduct among children, always endears them to their parents and to each other.

14. After pausing a moment, their father gave the pink-covered book to Agnes, and wrote her name in it. Otis seemed more pleased than Agnes;

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for he delighted in giving the best of every thing to his kind-hearted sister.

15. This is a sure way for children to prevent quarrels among themselves. Had Agnes and Otis each contended for the better book, they would have felt angry and wretched, and their father would have been sorry that he had given them the books.

LESSON XI.

PRINT′ ED, put in print.
PAT′ TERN, copy.
WRIT′ ING, penmanship.
RE SULT′, effect.
COP′ Y ING, imitating.
BE SIDE′, in addition.
IM PROVE′, grow better.
CON′ DUCT, behavior.
RE′ AL LY, in fact.
CARE′ LESS, heedless.
I′ DLE, unemployed.
WILL′ FUL, stubborn.

THE WAY SOME BOYS LEARN TO WRITE.

1. WHEN a boy is learning to write, his teacher, either writes the first line, at the top of the page, or else gives him a printed copy to pattern after.

2. And I have often seen a boy write the next line with some care, looking at the letters he had to copy; but, when he came to the third line,

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instead of looking at the copy, he looked only at his own writing just above.

3. And what was the result of this? Why, he kept copying his own faults, and made more besides; so that every line down the page was much worse than the one before it.

4. So, there are some boys who never try to improve in their conduct; but they seem to copy their own faults day after day, and so, really grow worse,—more careless, more idle, more selfish, or more willful.

LESSON XII.

Cap′ tain, ship-master.
O′ cean, sea.
Sail′ ing, navigating.
Voy′ age, passage by water.
Sail′ or, seaman.
Wish′ ed, desired.
Bel′ lows, instrument for blowing fire.
Ex change′, barter.
Plac′ ing, putting.
A mus′ ed, entertained.
Car′ go, freight or lading.
Thou′ sand, ten hundred.
Liv′ ing, livelihood.
Pleas′ ed, delighted.
Spi′ ces, pepper, ginger, &c.
Fol′ low ed, pursued.
Near′ ly, almost.
Wealth′ y, rich.
Set′ tled, placed.
Man′ sion, fine house.
Por′ tion, part.
In′ come, profits.
Rel′ a tives, relations.

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THE BOY WHO BECAME A SEA CAPTAIN.

1. Ezra Pearce was the son of a sea captain, who spent most of his time on the ocean, sailing from one port to another.

2. Ezra, when only six years old, asked his father to take him on a voyage, as he wished to learn to be a sailor.

3. His father told him he was too young to go on a sea voyage; but that he would buy him a little boat with sails, and he might be its captain.

4. Ezra took his boat, and put it on a little pond of water, in front of the house, and let it sail from one side to the other.

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5. When there was no wind, he would take the hand-bellows, and blow against the sails of the boat, which made it glide across the pond, like a duck.

6. One day he asked his mother for some apples and oranges. "My son," said she, "what do you wish to do with apples and oranges?"

7. "I wish," said Ezra, "to load my boat with apples, and then sail to the West Indies, and exchange them for oranges."

8. His mother gave him the apples, and, also, some oranges. After placing the oranges on one side of the pond, he went and put the apples into the boat on the other, and then let it sail across the pond to the place where he had left the oranges.

9. He then took the apples out of the boat, put the oranges in their place, and let it sail back again. In this way, he amused himself for hours, in sailing, as he said, to the West Indies and back.

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10. When Ezra was fourteen years of age, he sailed with his father to Africa. He was so much pleased with the voyage, that he wished to follow the sea for a living.

11. After he had made a number of voyages, his father bought him a vessel, fitted it out for the West Indies, and put Ezra on board, as captain.

12. He made the voyage in very quick time, sold out his cargo, loaded his vessel with coffee, spices, and fruit, and came back, having gained one thousand dollars.

13. Ezra followed the sea for nearly fifteen years, by which he became very wealthy. He then settled his family in a large mansion, near the city of Boston.

14. He was very kind to the poor, and gave them every year, a portion of his income. He bought four small farms, and gave them to his poorer relatives, beside giving large sums of money to build churches, school-houses, and colleges.

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LESSON XIII.

AL LOW' ED, permitted.
TRES' PASS, pass over; intrude.
REA' SON ING, argument.
PRI' VATE, individual.
PROP' ER TY, possession.
EX CLUDE', shut out.
DIF' FER ENT, unlike; distinct.
RE GARD', respect.
PROD' UCTS, produce or fruits.
AP PEARS', is manifest.

RIGHT AND WRONG.

Warren. Father, may Giles and I go into that field, and play a little while? We can climb over the fence.

Father. But do you know what is written on the board over the gate?

Warren. Yes, sir; it is: "No one is allowed to trespass on these grounds."

Father. And what is the meaning of that sentence, my son?

Warren. Why, I suppose it means that no one may go into the field: but what is the harm, if no one sees us?

Father. Your reasoning is very bad, Warren; if it is right to go, it is no matter whether any one sees you or not; and, if it is not right, you ought not to go at all.

Warren. We would not wish to go, if we thought it would do any harm.

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Father. That is not the question. That field is private property; and the owner has the same right to exclude persons from it, as he has from his garden.

Warren. But a field is different from a garden.

Father. It is different in regard to its products; but, if I should choose to have only grass or grain in my garden, would persons have any more right to come into it, than when I have plants and flowers?

Warren. Why, father, I suppose they would have no more right in the one case than in the other.

Father. You perceive, then, that you ought not to go into that field. Besides, in your saying "no one will see us," it appears from your very words, that you thought it would not be right.

Never do any thing, my son, that you would be afraid or ashamed to own. Seek, not so much to *seem* right, as to *do* right.

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LESSON XIV.

WANT' ING, desiring.
RE TURN', give back.
LOUD' ER, more loud.
HON' ES TY, uprightness.
POL' I CY, mode of dealing.
QUICK' LY, soon.
DE CID' ED, resolved.
AC COUNT', ground, or cause.
PRIZ' ED, valued.
RE CEIV' ED, got.
PAR' CEL, bundle.
EN GRAV' ED, carved.
O BEY' ING, minding.
DIC' TATES, teachings.
PROV' ED, realized.
DE LIGHT', satisfaction.

GEORGE AND THE POCKET KNIFE.

1. One bright morning, as George was going to school, he saw a pocket knife lying in the sand by the road side. "Ah!" said he as he sprang to pick it up, "I have now found just what I have long been wanting."

2 It was a very pretty knife, and the moment he saw it, he thought it

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was the same one that he had seen Mr. Goodman using the day before; and, on picking it up, he saw on the silver plate of the handle, the first two letters of his name, T. G.

3. He felt at once that he ought to return it to the owner; but, as he had found it, he tried to make it seem right for him to keep it.

4. After taking his seat in the school-room, George still thought about the knife; and the more he wished to keep it, the louder his conscience told him it was wrong.

5. On taking his writing-book, his copy was: "Honesty is the best policy." When George read these words, he quickly decided to return the knife to Mr. Goodman.

6. While on his way from school, George met Mr. Goodman, and, taking the knife from his pocket, he handed it to him, and said: "Here is your knife, Mr. Goodman. I found it in the road this morning, when I was going to school."

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7. Mr. Goodman thanked him very kindly for his knife, as it was one which had been given him by a friend, and which, on that account, he prized very highly.

8. A few days after, George received, in a small parcel, a new knife, like the one he had found, with his own name neatly engraved on the handle.

9. It was a present from Mr. Goodman. Thus George, by obeying the dictates of his conscience, proved, to his great delight, the truth taught him in his copy, that "Honesty is the best policy."

LESSON XV.

GLOW' ING, flaming.	BLESS' INGS, benefits.
AP PEAR', look.	DE NY', disown.
FRA' GRANT, sweet smelling.	DE CLARE', show; manifest.

THE WORKS OF GOD.

1. I love to see the glowing sun,
Light up the deep blue sky;
I love amid the fields to run,
And hear the brooks flow by.

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2. How fresh and green the trees appear!
What fragrant flowers I find!
O, surely God has put them here
To tell us He is kind!

3. The beasts that in the meadows feed,
All thank Him different ways;
E'en little birds his blessings heed,
And sweetly sing His praise.

4. Shall I alone my God deny,
Who gives me every breath?
O no; I'll raise my voice on high,
Till it is lost in death.

5. For, though I'm but a little child,
Yet I to God belong;
His works declare Him good and mild,
And He will hear my song.

LESSON XVI.

Luck' y, fortunate.
Di vide', share.
E' qual, like in size.
Own' er, possessor.
Com' rade, companion.
For' ced, compelled.
Sub mit', yield.
Hon' est, upright.
No' tice, advertisement.
Post' ed, stuck up.
Of' fer ing, tendering.
Troub' le, pains.
Gain' ed, got.
Prom' is ed, pledged.

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THE HONEST SCHOOL BOY REWARDED.

1. Two poor boys on their way to school, one morning, found a small pocket-book, which was well filled with bank notes.

2. One of the boys said: "We are very lucky in finding so rich a prize; and now we will divide the money in equal shares between us."

3. But the other said: "No; we have no right to keep the money, and we must try to find the owner."

4. His comrade did not like this plan; but he was forced to submit, and the honest boy took the pocket-book to school, and gave it to his teacher to keep, till the owner should be found.

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5. The next day a notice was posted up in the town, offering a reward of ten dollars to the person who would return the pocket-book, with the money, to the owner.

6. The teacher now gave the pocket-book to the boy, who took it to the owner, and received ten dollars for his trouble. Thus this honest boy gained, not only the promised reward, but what is far better, *a good name.*

LESSON XVII.

UN DER STOOD,' knew the meaning of.
PRE' CEPTS, teachings.
O BEY', mind; heed.
CLUS' TERS, bunches.
UN KIND' LY, harshly.
MAN' NER, way.
O VER COME', subdue.
RUDE' LY, roughly.
OB SERVE', keep or obey.
EN' VY, grudge; hatred.
A VOID' ED, prevented.

THE WAY TO OVERCOME EVIL.

1. Little Emma, who often read her Bible, gave proof, by her conduct, that she understood its precepts, and felt it her duty to obey them.

2. One day she came running home

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from school, much pleased to show her mother some clusters of fine grapes, which her teacher had given her.

3. Her mother said: "Your teacher is very kind; but she has given you a great many."

4. "O yes," said Emma; "and she gave me many more; but I have given a part of them away!"

5. Her mother asked: "To whom have you given them?"

6. "I gave them," said Emma, "to a girl who pushes me out of the path, and treats me unkindly."

7. "Why did you give them to her," asked her mother, "if she treats you in so rude a manner?"

8. "Why," replied Emma, "my Bible teaches me to 'overcome evil with good;' and I thought, if I gave her some of my grapes, she would not treat me so rudely again."

9. If little boys and girls, like Emma, were to observe this command, how much strife, envy, and unkind feeling, would be avoided!

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LESSON XVIII.

TURN′ ING, going round.
COR′ NER, angle.
COW′ ARD, one without courage.
DI RECT′ LY, straight.
LEARN′ ED, found out.
BEAR′ ING, enduring.
DE SERV′ ED, merited.
BATH′ ING, swimming.
CAR′ RI ED, conveyed.
IN′ STANT LY, forthwith.
SEIZ′ ED, caught.
EF′ FORT, exertion.
SAFE′ LY, in safety; unhurt.
CON FESS′ ED, owned.

THE BOY OF TRUE COURAGE.

1. Two boys, Robert and Rolland, were one day going home from school, when, on turning the corner of a street, Robert, the larger of the two, cried out: "A fight! a fight! let us go and see it."

2. "No," said Rolland; "let us go home; we have nothing to do with the quarrel, and may get into trouble."

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3. "You are a coward, and afraid to go," said Robert, and away he ran to see the fight.

4. Rolland went directly home, and the next day, when the boys met him at school, they all laughed at him, and called him a coward.

5. But Rolland had learned that *true courage* was shown most in bearing blame, when it is not deserved, and that he ought never to be ashamed to do right.

6. A few days after, these boys were all bathing, when one of them was carried by the stream into deep water, and was on the point of being drowned. The boys were all afraid to go near him, and began to run out of the water.

7. But Rolland, who had just then come to the place, on seeing the drowning boy, instantly sprang into the water, seized him by the arm, and, with great effort, brought him safely to the shore.

8. Robert and the other boys were now much ashamed of their conduct toward Rolland, and confessed that he had more *true courage* than any of them.

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LESSON XIX.

TRY′ ING, endeavoring.
WISH′ ED, desired.
PRE FER′, rather have.
WANT′ ED, wished.
PER HAPS′, perchance.
I′ RON, made of iron.
WOOD′ EN, made of wood.
TAK′ ING, receiving.
CHOOS′ ES, prefers.
NO′ BLE, generous.

DO AS YOU WOULD HAVE OTHERS DO TO YOU.

Mother. Orpha, have you not been trying to make Rosa give you her doll's house for your box of tea-things?

Orpha. Yes, mother; I thought she would like the tea-things quite as well.

Mother. My dear, was it not because you liked the doll's house better, that you wished to make the exchange?

Orpha. Yes; I prefer the doll's house; but I heard Rosa say she wanted a set of tea-things, and mine are new, and her doll's house is old.

Mother. I know that her toy is not as new as yours; but it is much better; and it is not right to take it from your little sister, in exchange for one that is not worth half as much.

Orpha. But, if she likes it as well,

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mother, why is it not right for me to exchange with her?

Mother. Perhaps, she might like it as well at first; but she would soon wish for her doll's house again. Besides, it would be wrong; for you know that her toy is better than yours.

Orpha. Why, Seba gave me his iron hoop for my wooden one, and you did not blame me for taking it; and his hoop is worth twice as much as mine.

Mother. Yes; but Seba knows the worth of things as well as you; and, if he chooses to give you a good toy for a worse one, I should say he was a kind and noble brother, and that it was right for you to take it.

But would you like to have any one do by you, as you wished to do by your little sister, and give you a poor thing for a good one?

Orpha. No, mother; I should not like it; and now I see it would not be right to get the doll's house from little Rosa; for it would not be doing to her, as I would have her do to me.

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LESSON XX.

WAIT′ ING, tarrying.
FRU′ GAL, spare.
SEV′ ER AL, a number of.
FALL′ EN, dropped.
KNEAD′ ING, mixing, or working.
IN QUIRE′, ask.
NEED′ Y, in want.
IN DEED′, truly.
STRAN′ GER, person unknown.
WOR′ THY, deserving.
THERE′ FORE, for that reason.
TREAS′ URE, wealth.

THE HONEST POOR MAN.

1. One evening a poor man sat by the way side, waiting for the return of his little boy, whom he had sent to the baker's to buy a loaf of bread.

2. The boy soon came with the loaf; but, as the father was cutting it, to begin their frugal meal, several large pieces of gold fell out upon the ground.

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3. The lad gave a shout of joy, picked up the gold, and said: "O father! Now, as we have found so much money, we have no need to work so hard."

4. But the father said: "My son, that money does not belong to us."

5. "Whose is it, then," replied the boy, "if it does not belong to us?"

6. "I know not whose it is," said the father; "it may have fallen out of the baker's pocket, as he was kneading the dough. We must inquire."

7. "But, father," said the boy, "we are poor and needy; we have bought the loaf, and no one will ever know what became of the money."

8. "We bought the loaf," said the father; "but not the gold in it. If the baker sold us only the bread, we can have no right to keep the money.

9. "We may never be rich; but we must always be honest. We must trust in the Lord, and try to do right, and then we shall never be put to shame."

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10. They took the loaf and the money to the baker, told him that they found it in the bread, and that, if it was his, he might take it.

11, "You are, indeed, an honest man," said the baker; "and now I will tell you about the gold, and how I came by that loaf of bread.

12. "A stranger, a few days ago, brought that loaf to my shop, and wished me to sell or give it to the most worthy poor man whom I knew in the town. I did so; and the loaf, therefore, with all its treasure, is yours."

13. The poor father bowed his head, while tears of joy fell from his eyes. His son ran, and put his arms around his father's neck, and said: "I shall never forget your advice: I will always try to do right; for then I shall never be put to shame."

LESSON XXI.

SMIL' ING, cheerful.
CHILL' ING, causing chills.
JOY' OUS, full of joy.
TUNE' FUL, musical.
PLEAS' ANT, delightful.
CHEER' LESS, gloomy.

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DON'T KILL THE BIRDS.

1. Don't kill the birds, the little birds,
That sing about our door,
Soon as the smiling Spring has come,
And chilling storms are o'er.

2. The little birds, how sweet they sing!
O, let them joyous live!
And never seek to take the life
Which you can never give.

3. Don't kill the birds, the happy birds,
That bless the field and grove;
So harmless, too, to look upon,—
They claim our care and love.

4. The happy birds, the tuneful birds,
How pleasant 'tis to see!
No spot can be a cheerless place,
Where'er their presence be.

LESSSON XXII.

POUL' TRY, domestic fowls.
A BUND' ANCE, plenty.
EAR' LY, in good season.
SERV' I CES, labors.
SOME' TIMES, occasionally
PERCH, alight.
THANK' FUL, grateful.
CAUS' ED, gave.
PLEAS' URE, delight.
PROF' ITS, gains.
DE RIV' ED, received.
CARE' FUL, cautious.
FRIGHT' EN, scare.
IN' JURE, hurt or harm.
AN' I MALS, living creatures.
TREAT' ED, used.
IN FLICT', bring or lay on.
NEED' LESS, unnecessary.

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THE POULTRY YARD.

1. Mr. Inman was a wealthy farmer who had cattle, horses, sheep, and poultry in great abundance.

2. He told Helen, his little daughter, that, if she would rise early every morning, and feed the fowls, she might have, as a reward for her services, the money for all the eggs she could sell.

3. As soon as Helen came into the yard, with her basket of corn, the ducks, geese, turkeys, hens, and chickens, would all flock around her.

4. Some would fly up and eat the corn out of the basket, while the larger ones would stretch up their necks, and pick at the corn, through the holes.

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5. Even the doves, which are commonly so shy, used to fly down from their cot, and seem quite at home among the larger fowls.

6. Indeed, they were so very fond of Helen, that they would sometimes perch upon her shoulder, and put their bills almost to her lips, as if they wished to show how thankful they were for their breakfast.

7. This caused Helen great delight; and she really felt more pleasure in taking care of her poultry, than in all the profits which she derived from the sale of their eggs.

8. Do you know why all the fowls were so fond of Helen? It was because she was always so kind to them; and was so careful, when they came about her, never to frighten nor injure them.

9. This is the way all animals should be treated, for they have feelings as well as we, and they soon perceive who treats them kindly.

10. Those who are willing to inflict

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needless pain upon any creature, must have very bad hearts; and good boys and girls will never choose such persons for their friends and playmates.

LESSON XXIII.

STAIN′ ED, colored.
SUR PRISE′, astonishment.
EX CLAIM′ ED, cried out.
BEAU′ TI FUL, handsome.
USE′ FUL, profitable.
OB′ JECTS, things.
PEE′ VISH, fretful; cross.
REA′ SON, cause.
HU′ MOR, disposition.
CEN′ SURE, blame.

THE PIECE OF STAINED GLASS.

1. Little Wilson, while playing in the yard, found a small piece of glass, stained red.

2. He wiped off the dust, and placed it before his eyes, when, to his great surprise, every thing that he saw, was of the same color as the glass.

3. He ran into the house, and exclaimed: "O mother; see what a beautiful piece of glass I have found! Every thing I see through it, looks red,—the trees, the houses, the green grass, your face, and even your blue eyes!"

4. "Yes, Wilson," replied his mother;

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"it is very beautiful, indeed. But may you not learn a useful lesson from this pretty piece of glass?"

5. "I do not know," said Wilson, "what more I can learn from it. I never before thought that a piece of red glass would make every thing look red too."

6. "My son," replied his mother, "do you not remember, the other day, that you said every body was cross to you, and that you even thought your father, your sister, and myself, were all the time finding fault with you?

7. "As your piece of stained glass seemed to change the color of objects, so the state of your feelings made the conduct of others appear like your own.

8. "You were then peevish and fretful, and that is the reason why you thought every body around you was peevish and fretful too.

9. "If you had been in good humor,—gentle, loving, and kind to every one, you would have had no cause to censure the conduct of others. Always be what you wish others to be."

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LESSON XXIV.

CEN′ TER, middle.
CIR′ CLE, round figure
AT TEMPTS′, trials.
SUC CESS′, favorable result.
VENT, let out.
AN′ GER, wrath; fury.
AC CUSE′, blame.
FAIL′ URE, ill-success.
O VER HEARD′, heard by accident.
VEX′ ED, annoyed.
HATE′ FUL, odious.
DI RECT′ ED, aimed.
PRAC′ TICE, custom.
GUILT, crime.
LAY′ ING, placing.
IN′ NO CENT, blameless.
CAN′ DOR, frankness.
VIR′ TUE, moral goodness.

THE LITTLE ARCHER AND HIS ARROW.

1. Abel Archer had a little bow and arrow, with which he amused himself every day, after he came home from school.

2. He set up a mark against a tree, and then took his bow, and tried to

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shoot the arrow into the center of the circle.

3. After making several attempts, but without success, he began to vent his anger against the arrow, and to accuse it of being the cause of his failure.

4. His mother, who had been sitting where she overheard all he had been saying, called him to her, and asked him to tell her what had so vexed him.

5. He told her that he had set up a fair mark, and had taken good aim; but the hateful arrow would not go where he wished to have it.

6. His mother told him that it was very wrong thus to accuse the arrow; for, as it was directed only by himself, so he alone was to blame for the failure.

7. It is an idle and wicked practice of some persons to charge others with guilt, when they themselves are the only ones in fault.

8. We should never try to hide our own faults, by laying the blame on those who are innocent; for candor is a great virtue.

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LESSON XXV.

NIM′ BLE, active; lively.
REACH′ ED, attained.
A LARM′ ED, frightened.
GID′ DY, dizzy.
O BEY′ ED, minded.
AS SIST′, help; aid.

THE YOUNG SAILOR.

1. A little boy went to sea to learn to be a sailor. One day the captain said to him: "Come, my boy, if you wish to be a sailor, you must learn to climb: let me see you go up the mast."

2. The boy, who was a nimble little fellow, soon reached the top; but, when he saw how high he was, he began to be alarmed, and cried out: "O Captain, I shall fall! what shall I do?"

3. "Look up, look up, my boy!" said the captain; "if you look down you will be giddy: look up, and then you will come down like a sailor." The boy obeyed the captain's command, and reached the bottom in sāfety.

4. We should learn from this to regard the counsel of those who are wiser than ourselves; and, at all times, to look to God for help, who alone can assist us in every time of trouble.

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LESSON XXVI.

RE SOLV' ED, determined.
RE FORM', amend.
EF FECTS', results.
RE MAIN,' continue.

EFFECTS OF EVIL DEEDS.

1. There was a little boy, who did so many bad things, that he could not count them, nor remember them from one day to another.

2. His mother, wishing him to see how many evil deeds he was guilty of, told him, for every bad deed, to drive a nail into a post; and, for every good deed, to draw one out.

3. The post was soon filled with nails, and he began to be ashamed of his conduct. He then resolved to reform.

4. As now he began to do good deeds, he went to the post, day after day, and drew out a nail, till, at last, they were all drawn out. He then took his mother to see the post.

5. "Ah, yes, my son," said she, "the nails are all out; but the prints of the nails are still there!

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6. "So, even though you reform, after you have done wrong, the effects of your evil deeds will still remain."

LESSON XXVII.

Al low', permit.
A buse', ill-use.
Re sent' ing, retaliating.
Al low' ed, let, or permitted.
Great' ly, much.
Im' i tate, pattern after.
Va' ri ous, different.
Ex am' ple, mode of conduct.
Ex' er cise, business in hand.
Sly' ly, in a sly manner.
En rag' ed, provoked.
Scream' ed, cried out.
Prop' er ly, rightly.
Com' pa ny, society.
Re peat', do, or make again.
Treat' ed, used.

THE SCHOOL BOYS AND THE MONKEY.

1. Harvey Austin had a monkey, by the name of Pug, which would allow no one, either to abuse him or his young master, without resenting it.

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2. One day Harvey allowed Pug to go with him to school, where the boys were greatly amused to see him imitate them in their various sports.

3. When the teacher called the boys into school, Pug followed, and took his seat with them When they took up their books, he took up one, also, and began to turn over the leaves, as he saw them do.

4. On seeing this, all the children began to laugh; and Pug, still trying to imitate their example, began to grin.

5. One of the boys then threw a wad of paper at him, when Pug, thinking the exercise was now changed, threw his book at the boy's head.

6. Then a boy, sitting near him, slyly scratched him with a pin, when the monkey, greatly enraged, sprang upon the boy's shoulder, and pulled his hair, till he screamed for help.

7. The teacher came and took him off. "Beat him!" said one. "Throw him out of the window!" said another. "Kill him!" cried a third.

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8. "No!" said the teacher; "he has done nothing but to imitate your example. If you had behaved properly toward him, he would have treated you in the same manner.

9. Pug, like "Poor Tray," felt that he had been caught in bad company. He went home, fully resolved never to repeat his visit to the school.

10. From this lesson we should learn to behave in a proper manner, at all times; and then we shall never have cause to blame those who merely imitate our own example.

LESSON XXVIII.

For′ tune, great wealth.
Dream′ er, one who dreams.
Shin′ ing, glittering; gleaming.
Watch′ ed, observed.
Splen′ did, very fine.
Need′ y, very poor.
De lud′ ed, deceived.
Nurs′ ed, took care of.
Spi′ ed, saw or observed.
Hope′ less, unpromising.
Se′ cret, hidden thought.
De spair′, hopelessness.
Kind′ er, more kind.
Tale, story.
Fun′ ny, laughable; queer.
Scarce′ ly, hardly.
Sor′ row, grief.
Se vere′, hard to be endured.
Roll′ ed, flowed.
Ten′ der, kind-hearted.
Spy′ ing, seeing.
Pro cure′, obtain; get.
Pre′ cious, highly valued.
End′ ed, finished; closed.

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THE BOY WHO PLANTED HIS MONEY.

1. Little Alfred found a shilling,
As he came from school one day:
"Now," said he, "I'll have a fortune;
For 't will grow, I 've heard them say."

2. Thus he thought, poor little dreamer,
When some money one had found,
It would grow, and bear more money,
If 't were planted in the ground.

3. Not a word he told his mother;
For he thought she would be willing:
Home he runs, and, in the garden,
Plants his shining little shilling.

4. Every day he gave it water,
And he watched it with great care;
For he thought, before the winter,
It would many shillings bear.

5. "Then," said he, "I'll buy a pony,
And a lot of splendid toys;
And I'll give a hundred shillings
To the needy girls and boys."

6. Thus deluded, little Alfred
Laid full many a splendid plan,
As the little coin he planted,
Wishing he were grown a man.

7. Day by day he nursed and watched it,
Thought of nothing else beside;

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But his hopes began to fail him;
For no signs of growth he spied.

8. Weary with his hopeless waiting,
More than any child could bear,
Little Alfred told his secret
To his mother, in despair.

9. Never was a kinder mother;
But, when his sad tale she heard,
'T was so funny, she for laughing,
Scarcely spoke a single word.

10. This was worse than all; for Alfred
Thought his sorrow too severe,
And, in spite of every effort,
Down his cheek there rolled a tear.

11. This his tender mother spying,
Kissed away before it fell;
"Where to plant your bright, new shilling,"
Said she to him, "let me tell."

12. "Mr. Holt's two little children
Long have wished to learn to read;
But their father is not able
To procure the books they need.

13. "For their use, if you will spend it,
Precious seed you thus will sow,
And, ere many months are ended,
Trust me, you shall see it grow."

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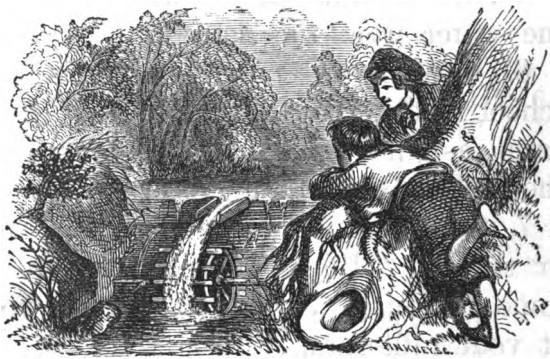
LESSON XXIX.

FLOW' ED, ran.
COM PLET' ED, finished.
CON VEY', carry or lead.
LA' BOR, toil.
UP' RIGHT, perpendicular.
CON NECT' ED, attached.
EX ER' TION, effort.
CON STRUCT', make or build.
MA CHINE', instrument.
OTH' ER WISE, without that method.
IN VENT' ED, contrived.
EN' GINES, instruments of force or power.
PER FORM' ED, done.
GEN' IUS, superior talent.
IM PROV' ED, bettered.
PRO PEL', drive forward.
EM' I NENT, distinguished.
BUS' I NESS, employment.
EN' ER GY, zeal; vigor.



THE LITTLE WATER-WHEEL.

1. Near the house, in which Peter and Anson Parks lived, flowed a small stream of water.

2. One day, while they were playing along this stream, Peter said to Anson: "Let us go to work and make a little mill-dam."

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3. "Well," said Anson, "I will bring some stones, sticks, and sods, while you get some boards to place across the stream."

4. They both went to work, all the spare time they had, and, in three days, the dam was completed.

5. The next day they made a little water-wheel, and a spout to convey the water from the dam to the wheel.

6. When Peter and Anson came from school, they went down to their mill-dam, as they called it, and amused themselves with their water-wheel.

7, One morning their mother said to them: "Boys, I wish you to do some churning, before you go to work at your mill-dam."

8. The boys took hold by turns, and churned for nearly an hour, before they brought the butter.

9. While thus at work, Peter said, "I have been thinking, if we had a larger wheel, we might contrive to make that do the churning, and so save ourselves much hard labor."

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10. They went to work, and, with the aid of their elder brother, made a larger wheel. Then, with an upright shaft, one end of which was connected to the churn dasher, and the other to the crank of the wheel, the churn was set in motion.

11. Thus these little boys, by a due exertion of their minds, were able to construct a machine to perform the labor, which they, otherwise, must have done with their hands.

12. It is in this way, that men have invented a great many useful machines and engines, by which labor can be performed much better and quicker, than it could be done without them.

13. It was by close thinking, that men of genius invented and improved the steam-engine, which is used to propel boats on the water, and rail cars on the land.

14. If any one would become an eminent scholar, or skillful in any branch of business, he must apply his mind to it with zeal and energy.

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LESSSON XXX.

Rob′ ber, thief.
Seiz′ es, catches.
Shep′ herd, one who takes care of sheep.
Wrap′ ped, covered over.
Swift′ ly, rapidly.
Sav′ ed, kept or prevented.
In′ stant ly, immediately.
Peo′ ple, persons.
Guard′ ing, taking care of.
Slen′ der, slim.
Scent, smell.
Pur sues′, chases or follows.
Bush′ y, thick, like bushes.
Cov′ ers, conceals.
Fa′ vor ite, one much beloved.
Pranks, capers.
Sad′ ly, sorrowfully.
Re fuse′, decline.

DIFFERENT KINDS OF DOGS.

1. Come, little boys and girls, let us have a talk about dogs. Some are prized for their beauty, while others are very useful.

2. The strong Mastiff guards his master's house by day and by night. He barks loud at the sight of a rob-

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ber, and seizes him, if he attempts to touch any thing.

3. The shepherd's Dog helps to guard the sheep, as they graze on the hills and plains, and at night he drives them safely into the fold.

4. The Esquimaux sits in his sledge, wrapped in thick, warm furs, and his dog draws him swiftly along over the ice and snow.

5. The New Foundland Dogs are so used to the water, and are so large and strong, that they have saved many people from being drowned.

6. If one of them were to see a child fall into the water, he would instantly jump in after it, and bring it safely to the shore.

7. The little barking Cur will lie all day under the fence, guarding his master's coat and basket, while he is hard at work in the fields.

8. The Hound is used to hunt the sly fox, that steals our lambs, geese, hens, and chickens.

9. The Greyhound is a tall, slender,

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dog, that can run very fast, and, on this account, it is kept for the chase. It does not scent its game, like the hound, but pursues it chiefly by sight.

10. Then we must not forget little Shock, with his long bushy hair, which nearly covers his eyes. He is a great favorite with children, and plays almost as many pranks as his young master.

11. Dogs are so fond of those who are kind to them, that they are ready to do any thing in their power, to protect them from harm.

12. Sometimes they will not leave their master, even after he is dead; but will sit by the body, moan sadly, refuse to eat, and, at last, lie down on the grave and die.

LESSON XXXI.

FAM′ I LY, household.
RE TURN′ ED, went back.
SIN′ GU LAR, remarkable.
BE LONG′ ED, owned by.
FOL′ LOW ING, going after.
MOAN′ ED, bewailed.
DOLE′ FUL LY, sadly.
RE LEAS′ ED, set free.
STRETCH′ ED, extended.
RE MAIN′ ED, stayed.

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DARWIN AND HIS DOG.

1. A little boy by the name of Darwin, had a beautiful spaniel dog, which was called Argus.

2. The boy was taken ill, and, after a few days' sickness, died, and the dog followed the family to the grave.

3. For several days the dog was missed from the house; but, at length, he returned, and, after looking around, as if in search of something, he went away.

4. Again he returned and went as before; and, what is very singular, the family missed several things that belonged to little Darwin.

5. They watched the dog when he came back, and saw him take his young master's top, and run off with it toward the grave-yard.

6. On following the dog, they found, in a hole which he had dug in the grave, a cap, a pair of shoes, and several toys.

7. They took poor Argus away, and shut him up at home; but he refused to eat, and moaned so dolefully that they

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released him, when he went to the grave, stretched himself upon it, and there remained till he died.

LESSON XXXII.

CREEP′ ING, crawling.
AT TACK′, assault.
A LOFT′, on high.
IN′ STANT, moment.
PIERC′ ED, penetrated.
EX HAUST′ ED, weakened.
WHEEL′ ING, whirling.
OB TAIN′ ED, procured.
EX′ CEL LENT, very good.
EX PENSE′, cost.
SELF-DE FENSE′, self-protection.
GRAT′ I FY, indulge.
DE STRUC′ TION, ruin.
DOOM′ ED, fated.

THE HAWK AND THE WEASEL.

1. A hawk, seeing a weasel creeping about in the grass, in search of moles, flew down to make a dinner of him.

2. The weasel did not fear its attack; for he seemed to think he would

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have as good a chance to get a meal as the hawk.

3. The hawk seized him with its claws, and bore him aloft in the air; but, on the instant of the attack, the weasel thrust his head under the hawk's wing, pierced the skin with his sharp teeth, and began to drink its blood.

4. The hawk soon found that it had not "caught a weasel asleep," and tried to peck him off with its hooked bill; but it was all in vain.

5. The weasel made the most of his time, and the hawk, exhausted by the loss of blood, soon came wheeling down, and fell dead upon the ground.

6. By this time the weasel had obtained an excellent dinner at the expense of the hawk, and ran away, none the worse for his ride in the air.

7. Self-defense is a law of nature. They who seek to gratify their own desires, by the destruction of others, are often doomed to perish in the attempt.

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LESSON XXXIII.

MIN′ UTES, moments.
DIS TRESS′, pain.
RAIS′ ED, lifted.
FOR GOT′ TEN, disremembered.
CAU′ TION, warning.
HARD′ Y, tough.
SOL′ DIERS, military men.
OF FEND′, displease.
GEN′ TLE MAN, polite person.
PUT′ TING, placing.
SEEM′ ED, appeared.
TIM′ ID, fearful.
MAN′ LY, manlike.
BRAV′ ER Y, courage.
RE PROACH′, censure.
SHOW′ ED, exhibited.
DAR′ ING, having courage.
BRAVE′ LY, boldly.
BAT′ TLES, fights.
COUN′ TRY, nation.

A GENTLEMANLY BOY MUST BE GENTLE.

1. "Joseph, my son, I wish you to be very gentle with your little sister," said Mrs. Perry, as she tied on her little girl's bonnet, and sent her out with her brother to play in the garden.

2. They had been out of the room but a few minutes, when a cry of distress was heard from the little girl, and the mother, on looking out of the window, saw her lying on the gravel walk.

3. Joseph took his little sister by the arm, raised her up, and told her not to cry. He then ran into the house, threw down his cap, and said: "Mother, I do not like to play with

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Mina; for she is almost sure to get hurt."

4. "What have you been doing, my son," said his mother: "I fear you have forgotten my caution. You are much older than your sister, and I have often told you to be very careful and gentle with her."

5. "*Gentle!* how can boys be gentle!" said Joseph; "they should be hardy and rough like soldiers. It may be well enough for girls to be gentle; but who would like to be called a gentle boy?"

6. "And yet, my son," said his mother, "in a few years, it would offend you very much, if any one were to say you are not a *gentle-man!*"

7. "O mother!" exclaimed Joseph; "I had never thought of putting those two words into one to make *gentleman.* To be gentle, always seemed to me like being weak and timid."

8. "That is, by no means, the case, my son," said his mother; "for men of the greatest courage are often the most kind and gentle. But, perhaps, you

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would rather be called a *manly* boy than a gentle one.

9. "Indeed, I would!" said Joseph. "Well, then," said his mother, "show yourself *manly* by being kind and gentle to all; be manly, not only by your bravery in times of danger, but by your courage in speaking the truth, even though in doing so, it may bring upon you blame and reproach.

10. "Washington showed as much true courage when he was a little boy, in daring to own that he had cut down his father's cherry-tree in the garden, as he did, when a man, in bravely fighting the battles of his country."

LESSON XXXIV.

CAR′ RIAGE, coach.
PI AZ′ ZA, porch.
PROUD′ LY, vainly.
EL′ E GANT, beautiful.
PE LISSE′, silk coat, or habit, worn by ladies.
BE LIEVE′, think.
BOAST′ ING, bragging.
PRE PAR′ ED, made ready.
SUR PRIS′ ED, astonished.
MIL′ LIN ER, bonnet-maker.
DEL′ I CATE, fine; soft.
OR′ NA MENTS, adornments.
UN COUTH′, awkward.
TRI′ UMPH, exultation.
ROB′ BED, deprived.
DE PEND′ ENT, relying.
PRO VIDES′, procures.

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PRIDE IN DRESS.

1. A little boy and girl, whose names were Lorin and Olive, were dressed in their finest clothes, to take a ride into the country, with their father and mother.

2. While waiting for the carriage, they both walked out on the piazza, and began to talk proudly of their fine clothes.

3. "See," said Lorin, "what a splendid new hat I have, what an elegant white vest, and what a fine new coat!"

4. "Indeed, sir," said little Olive, "I think I am dressed finer than you; for you see I have on a silk pelisse, and a fine feather in my hat!"

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5. "And yet I do not believe your clothes cost as much as mine," replied Lorin.

6. Their tutor, Mr. Wisner, who was sitting in the parlor, on hearing their dispute, stepped to the window, and said: "My dear children, I am sorry to hear you talk in this boasting manner.

7. "Neither of you has any reason to be proud of your fine clothes; for they are only second-hand. They have all been worn long before they were prepared for you."

8. On hearing this, Lorin and Olive were greatly surprised. At first, they looked at their tutor, and then at their fine clothes, without saying a word.

9. At last, Olive said: "Why, Mr. Wisner, my silk pelisse must be new; for it has just been made on purpose for me; and my feather was bought last week, at the milliner's shop!"

10. "That may be true," said Mr. Wisner; but was not your pelisse first worn by those 'ugly worms,' as you

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call them, which you see crawling about on those mulberry trees?

11. "And, besides," added Mr. Wisner, "that delicate feather upon your hat, is only one of the cast-off ornaments of the uncouth ostrich."

12. With an air of triumph, Lorin now told his sister, that he was glad his clothes had never been worn either by birds or worms.

13. "True," replied Mr. Wisner; "but was not your coat worn by the sheep, until they were robbed of their warm fleece for your use? And did not the fur, of which your hat is made, first clothe the beaver, the otter, or the muskrat?

14. "You see, therefore, my children, how dependent you are upon these creatures for the very clothing, of which you have been so proud.

15. "This should teach you to be truly thankful to Him, who so kindly provides for all your wants; for, in a truly thankful heart, there is no room for pride."

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LESSON XXXV.

La′ zy, indolent.
I′ dle, thoughtless; useless.
Scorn, disdain.
Slug′ gard, lazy person.

TRUST AND TRY.

1. "*Can not*," Edward, did you say?
Chase the lazy thought away;
Never let that idle word
From your lips again be heard;
Take your book from off the shelf;
God helps him who helps himself;
O'er your lesson do not sigh;
Trust and try—trust and try.

2. "*Can not*," Edward? scorn the thought;
You can do whate'er you ought;
Ever duty's call obey,
Strive to walk in wisdom's way;
Let the sluggard, if he will,
Use the lazy "*can not*" still;
On yourself and God rely;
Trust and try—trust and try.

LESSON XXXVI.

Build′ ing, edifice.
Ma′ sons, bricklayers.
Op′ po site, over against.
Car′ ri ed, brought.
Ob serv′ ing, seeing.
No′ tion, idea.
De spise′, scorn; disdain.
Dis cour′ ag ed, disheartened.
Prop′ er ly, rightly.
Di vid′ ed, separated.
Mount′ ain, great elevation of land.

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ONLY ONE BRICK ON ANOTHER.

1. Eugene was standing by the window one morning, and looking at a large building which the masons were putting up, just opposite to his father's house.

2. He watched the workmen from day to day, as some of them carried up the brick and mortar, and others placed them in their proper order.

3. His father, observing him for some time, said: "My son, you seem to be very much taken up with the masons. Why, what are you thinking about? Have you any notion of learning the trade?"

4. "No, sir," said Eugene, smiling;

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"but I was just thinking what a little thing a brick is, and yet the walls of that great house are built, by only laying one brick upon another."

5. "Very true, my son," said his father. "Just so it is with all great works. All your learning is only one little lesson added to another.

6. "If you could walk around the globe, it would be done only by putting one foot before the other. Your whole life will be made up of one little moment after another. Drop added to drop, makes the ocean.

7. "Learn from this not to despise little things. Learn, also, not to be discouraged at great labors. The greatest labor becomes easy if properly divided into parts.

8. "You could not jump over a mountain; but step after step takes you to the other side. Do not fear to attempt great things. Remember that the whole of yonder building was made by merely laying one brick upon another."

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LESSON XXXVII.

KNOWL′ EDGE, learning.
POS SESS′, have.
E′ VIL, harm; injury.
VAL′ UE, worth.
RIGHT′ LY, properly.
DE STROY′, take away.
LIKE′ WISE, also.
PRO DUCE′, make or create.
DAM′ AGE, hurt or injury.
STRIV′ ING, trying.
EM PLOY′, use; occupy.
WEL′ FARE, benefit.

THE RIGHT USE OF KNOWLEDGE.

1. Knowledge is power. The more knowledge we possess, the greater power we have to do good or evil.

2. If you were to become the most learned of men, it would be of no value, unless you made a right use of your knowledge.

3. Fire is a good thing, if rightly used. It may serve to warm us, and to cook our food; but, if badly used, it may burn down our dwellings, or even destroy our lives.

4. Water is likewise very useful; for, with it, we may quench our thirst, grind our grain, and produce steam for engines; but, like fire, it may, also, do much damage.

5. But a bad use of knowledge will produce much greater evil in the

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world, than a wrong use of fire and water.

6. The more knowledge wicked persons have, the more evil they will do; and the more knowledge good people have, the more good they will do.

7. While you are striving, therefore, to acquire knowledge, seek, also, to become wise and good, that you may employ all your powers for the welfare of mankind.

LESSSON XXXVIII.

AN' GRY, ill-natured.
ER' RAND, message.
QUICK' LY, speedily.
O BLIG' ING, accommodating.
ILL-NA' TUR ED, cross.
AT TEN' TION, heedfulness.
IN STRUC' TION, teaching.
A VOID', shun.

SELECT SENTENCES.

1. Always "obey your parents;" for that is the command of God.

2. When you go to school, always obey your teacher.

3. When you read a book, try to learn something from it.

4. Never speak to any one in an angry and harsh manner.

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5. Be careful to speak the truth at all times, and speak evil of no one.

6. Never strike your little brothers, or sisters, or playmates.

7. When your parents send you on an errand, go and return quickly.

8. When you are at play, you must be kind and obliging; for, if you are ill-natured and selfish, good children will not like to play with you.

9. Always listen with attention to the counsel and instruction of your parents and teachers.

10. If your schoolmates make a mistake in reading or speaking, do not laugh at them; for that is not what you would like to have them do to you.

11. Ask God to aid you always to do good and to avoid evil.

LESSON XXXIX.

GATH' ER, collect.
PLAY' THINGS, toys.
BE HAVES', acts or conducts.
SAB' BATH, Sunday.
RULE, law; precept.
OR' DER, regulate.

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THE MEANING OF DUTY.

Son. Father, what is the meaning of *duty?* The teacher told us to-day, if we would be good and happy, we must do our *duty.*

Father. Duty, my son, is that which we owe to ourselves, and to others.

Son. But how can we owe ourselves any thing? That is something that I never thought of before.

Father. Ought you not to eat, drink, and sometimes play, when you have nothing else to do?

Son. O yes, sir; though that is very easy, and something that I like to do; but is that what *duty* means?

Father. That is a part of its mean-

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ing; but ought you not, also, to work, study, and often do a great deal that is not so pleasant as it is to eat, drink, and play?

Son. Yes, sir; I suppose I ought: but is that all you mean by my *duty to myself?*

Father. No; that is not all; for no one can do his *duty* to himself, unless he is willing to do his *duty* to others.

Son. Why, father, it seems to me that *duty* is a very hard word to learn the meaning of; and I do wish you would explain it to me in some other way.

Father. Well, I will try. Did you hear your mother tell little Norman this morning, to gather up his play-things, put them into his wagon, and draw them out of the room?

Son. Yes, sir; but can such a little boy have a *duty* to do? I thought *duty* was something too hard for a child like Norman.

Father. That is a mistake; Norman is old enough to obey his parents;

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and, if he does that, and behaves as well as he can, he does his *duty* as fully as he could, if he were a man.

Son. How can children, like little Norman, have any duty, since they are not old enough to know what they ought to do?

Father. It is true, they do not know for themselves what they ought to do, and that is the very reason why they should be made to obey those who do know.

Son. And what is the best rule for the conduct of those who do not know their duty to others, and have no one to teach them their duty?

Father. My son, can you repeat that verse which your mother taught you last Sabbath?

Son. O yes, sir; it is this: "As ye would that men should do to you, do ye, also, to them;" and is this the RULE, father?

Father. Yes; those who order their conduct by that RULE, will be a blessing to others, and, at the same time,

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they will be good and happy themselves; for, in this way, they will do their *Duty*.

LESSON XL.

IN' STANCE, example.
EX CHANGE', trade; barter.
OF' FER, proffer or tender.
HOW EV' ER, for all that.
HAP' PEN, chance.
TROUB' LE SOME, annoying.
WHAT EV' ER, any thing that.
FU' EL, wood, coal, &c.

MONEY A MEDIUM OF EXCHANGE.

1. What a useful thing is money! If there were no such thing as money, we should be much at a loss to get any thing we might want.

2. The shoemaker, for instance, who might want bread and meat for his family, would have nothing to give in exchange but shoes.

3. He must, therefore, go to the baker, and offer him a pair of shoes for as much bread as they are worth; and he would have to do the same, if he went to the butcher.

4. The baker, however, might not happen to want shoes just then, but

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might want a hat; and so the shoemaker must find out some hatter, who wants shoes, and get a hat from him, and then exchange the hat with the baker for bread.

5. All this would be very troublesome; but, by the use of money, the trouble is saved; for any one who has money, may get, in exchange for it, whatever he wants.

6. The baker, for example, is always willing to part with his bread for money; because he knows that he can exchange it for shoes, or a hat, or fuel, or any thing else he needs.

7. What time and trouble it must have cost men, to exchange one thing for another before money was in use!

LESSON XLI.

RE QUIR' ED, demanded.
BE HAV' IOR, conduct.
BE COM' ING, getting to be.
I DE' A, thought.
AT TEND' ING, going to.
REG' U LAR, punctual.
DIL' I GENT, industrious.
SPEC' I MENS, samples.
COM MEND' ING, praising.
DE PORT' MENT, behavior.
PROG' RESS, advancement.
NEG LECT' ED, failed.

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THE REWARD OF DILIGENCE.

1. Charles and Henry were two fine little boys, and their father loved them very much; for they always tried to please him, by doing whatever he required of them.

2. They were very fond of play; and their father, as a reward for their good behavior, gave them a great many presents, with which they amused themselves every day.

3. As they were becoming quite large boys, their father bought each of them a new book, and told them that they must go to school and learn, if they would become wise and useful men.

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4. They were greatly delighted with the idea of attending school, and learning to read in their new books. But, after they had been to school several weeks, they began to neglect their books, and grew more and more fond of play.

5. One morning, as their father was about to take a long journey, he told them that, if they would attend school every day, and improve their time till he came home, he would bring them a richer present than he had ever given them.

6. They were both regular in attendance, and diligent in their studies. On the day of their father's return, they brought him some beautiful specimens of their own hand-writing, and, also, a note from their teacher, highly commending their deportment and progress.

7. Their father admired the specimens, and read the note from the teacher with great delight. He then took them by the hand, and, leading

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them out to the carriage-house, showed them a span of beautiful ponies, harnessed to an elegant little carriage.

8. "These, my children, shall be yours," said the father. "You have fully proved your love to me by your good behavior, and by your rapid progress in learning. You can now take a ride in your beautiful carriage."

9. How much happier were Charles and Henry than they would have been, had they been idle, and neglected to comply with the wishes of their father!

LESSON XLII.

CLIMB' ED, mounted.
PEEP' ED, slyly looked
SPY, see; find out.
PAN' TRY, cupboard.
PAUS' ED, stopped a moment.
WHER EV' ER, any place where.
AB' SENT, away.
NO' TIC ES, sees or observes.

LITTLE JOHN GAY.

1. "No one will see me!" said little John Gay;
For his father and mother were both gone away,
And he was at home all alone:
"No one will see me!" so he climbed on a chair,
And peeped in the pantry to spy what was there,
Which you know he should not have done.

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2. There stood in the pantry, so sweet and so nice,
A plate of plum-cake, in full many a slice,
And apples so ripe and so fine:
"Now, no one will see me!" said John to himself,
As he stretched out his arm to reach on the shelf:
"This apple, at least, shall be mine!"

3. John paused, and put back the nice apple so red;
For he thought of the words his kind mother had said,
When she left all these things in his care;
"But no one will see me!" thought he, "is not true;
For I've read that God sees us in all that we do,
And is with us wherever we are."

4. Well done! Your kind father and mother obey;
Try ever to please them, and mind what they say,
Even when they are absent from you;
And never forget, that though no one be nigh,
You can not be hid from the glance of God's eye;
For He notices all that you do.

LESSON XLIII.

GATH' ER ING, picking.
A BUND' ANCE, great plenty.
SUD' DEN LY, all at once.
WON' DER ED, was in wonder.
TRAM' PLED, trod.
MUR' MUR ED, repined.
NIGHT' SHADE, poisonous plant.
POI' SON OUS, deleterious.
GRIEV' ED, pained.
HIN' DER ED, prevented.
PLUCK' ING, picking.
FOR BID', denied.
BE WARE', guard against.
AL LUR' ING, enticing.
IN DULG' ED, allowed.
DE STRUCT' IVE, pernicious.

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THE POISONOUS BERRIES.

1. A father walked with his children through the fields, and across the hills. The children amused themselves with gathering the strawberries, which grew, in abundance, along the path and in the valleys.

2. Suddenly the father heard a shout of delight from the children, and he wondered what they had found. He went to them, and saw that they had in their hands some beautiful berries, which they were about to eat.

3. But the father took the berries, threw them upon the earth, and stamped upon them. He then tore the plants out of the ground, and trampled upon

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them, together with the berries which hung thereon.

4. The children murmured and wondered at the conduct of their father. But he was silent, and walked onward. At last, the children inquired: "How could you, dear father, thus destroy the beautiful fruit, and all our pleasure? Do tell us why you did that?"

5. "My children," answered the father, "if you had eaten those berries, they would have caused your death. They are the berries of the deadly nightshade, a very poisonous plant."

6. Then the children were ashamed, and cast their eyes to the ground. They thanked their father, and said: "O father! why did you not tell us that? for then we would not have grieved you by our foolish murmurings."

7. Their father answered: "It was your very anger and your murmurings that hindered me. Did I prevent you from plucking the sweet strawberries? You now know the kind of pleasure I forbid you."

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8. Thus, my dear children, beware of those pleasures which appear the most alluring; for, if indulged in, they would prove as destructive to your morals, as the berries of the poisonous nightshade would have been to your life.

LESSON XLIV.

NEIGH' BOR, one residing near.
AR' TI CLES, things.
CLUM' SY, awkward.
BUS' I NESS, employment.
DOZ' EN, twelve.
JOIN' ER, carpenter.
SUP PLY', furnish.
SKILL' FUL, dexterous.
PUR SUIT', business.
RE QUIRES', demands.
DE VOTE', apply.
AD VAN' TAGE, benefit.

BENEFIT OF EXCHANGES.

1. Why should not every man make what he wants for himself, instead of going to his neighbor to buy it?

2. If you ask the shoemaker why he does not make for himself tables, chairs, hats, and every thing else, which he wants, he would tell you that he would need the same set of tools to make one of those articles, that he would to make a hundred.

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3. But, in order to make these tools himself, he would require a forge, an anvil, and hammers; and, even then the tools, and his other work, would be very clumsy; because he is not used to that kind of business.

4. It is, therefore, less trouble to him to make shoes that he can sell for as much as will buy a dozen chairs, than it would be to make one chair for himself.

5. To the joiner, again, it would be just as great a loss to attempt to make shoes for himself; and it is thus with the tailor, the hatter, and persons of all other trades.

6. It is, therefore, best for all, that each should work at his own trade, and supply his neighbors, while they, in turn, supply him.

7. To become skillful in any one pursuit, requires much practice. And, as no one can learn to do every thing, he should devote himself closely to that which he can do to the best advantage, both to himself and others.

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LESSON XLV.

Pos sess' ed, had.
En' vi ous, begrudging.
Tem' per, disposition.
Hap' pi ness, enjoyment.
Hol' i day, play-day.
Pas' times, sports.
O blig' ed, compelled.
Gen' er ous, liberal-minded.
Hap' pen ed, chanced.
Re joic' ed, was pleased.
Con sid' er ed, thought to be.
Mis' chiev ous, given to mischief.
Dis like', displeased with.
En' vi ed, begrudged.
Ob tain', get, or procure.

THE ENVIOUS BOY.

1. John Grattan possessed so envious a temper, that he felt no pleasure in the happiness of others. Besides, he could not even bear to see the other boys with a new book, or toy, or any thing which he himself could not have.

2. If any of them were taken out by their friends, for a ride, or allowed a holiday, it would make him so ill-na-

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tured, that he would go and sit by himself, and think it hard that others could enjoy their pastimes, while he was obliged to remain at home.

3. A generous boy would have been pleased, when any of his playmates had some present, or a pastime; but, with this envious boy, it was quite otherwise. He cared for no one but himself, and so there were very few who cared for him.

4. Thus, it often happened that no one rejoiced when he was happy, and no one was sorry when he was sad. In short, there was not a boy in the whole school, who gained so few friends as John Grattan.

5. Yet he was not considered a very bad boy. He did no harm to any one. He always spoke the truth. He was not mischievous. It was, therefore, a pity that he should conduct himself in such a way as to make every body dislike him.

6. When the day came for John Grattan to leave school, there was not

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one boy who said to him: "John, I am very sorry your are going to leave us."

7. They did not follow him down to the gate, to shake hands once more, and say "Good-by" again, as they had done the day before, when Henry Hearty went away.

8. Every one loved Henry. He was the most kind-hearted boy in the school, and always ready to do a friendly act for any one.

9. Henry envied no one. If he did not obtain a prize at the close of the term, he did not envy those who did; for he was often heard to say to them: "I am glad *you* have received a prize; for I think you deserve it."

10. But John Grattan never said so; for he always seemed to think that no one should receive a prize but himself.

11. He felt, too, as if it was unjust that Henry should be liked more than himself; and thought it hard that the boys did not run to the gate to wish

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him "Good-by," in as kind and friendly a manner, as they had done to Henry Hearty.

12. Those who are envious can not be happy; for no one can love them. They never gain friends; and who would wish to live without friends? Who would wish to live without being loved?

13. Dr. Doddridge one day asked his little daughter why it was that every body loved her. "I know not," she replied, "unless it be that I love every body." This is the true secret of being loved. If we love others, they will love us in return.

LESSON XLVI.

Col lect', gather.
Us' u al, customary.
Gath' er ed, collected.
Re cit' ing, saying over.
Flow' ed, streamed.
Tu i' tion, instruction.
Throb' bed, beat.
Hast' en ed, hurried.
Feast' ing, feeding.
Leis' ure, spare time.
Gen' er ous, liberal.
No' ble man, man of noble birth.
Aft' er ward, subsequently.
Im prov' ed, usefully employed.
Em' i nent, distinguished.
Min' is ter, preacher.
Mot' to, inscription.
Re lat' ing, telling.

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OTTO AND THE FIELDFARES.

1. Many years ago there lived near a village on the banks of the Danube, a little boy named Otto Baumer. His parents were very poor, and Otto, at an early age, was sent into the woods to collect sticks for fuel.

2 One day, on going farther into the woods than usual, in his search for sticks, he found several juniper trees well laden with ripe berries. And now, day after day, he gathered as many of these as he could, and took them to the village to sell.

3. While on his way to market with his basket of berries, Otto often met the little boys and girls with their

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books, going to the village school. And several times, as he passed the open door of the school-house, he saw them reading and reciting their lessons to the teacher.

4. Although poor Otto did not envy those children their happier lot; yet his heart was often very sad, and, at times, the tears flowed down his cheeks, as he thought that he could not have a chance, like them, to learn to read and write.

5. But Otto very well knew that his parents were too poor to pay for his tuition, or even to do without his help at home; and he could think of no plan, by which he could get any one to teach him, even so much as the alphabet.

6. In passing through a grove, on his way to the village, early one morning, Otto saw two boys setting a trap for some fieldfares, which they were trying to catch for their teacher, who, as they told him, was very fond of these birds.

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7. On hearing this, the heart of the poor boy throbbed with delight; for now, thought he: "I know how I can learn to read and write, even though I can not, like other boys, go to school."

8. On his return from the village, taking an old basket to serve as a trap, Otto hastened to the woods, where he had often seen these birds feasting upon juniper berries, and, before night, he had the fortune to find, beneath his basket, two fine, full-grown fieldfares.

9. The next morning, the teacher, on coming to his school, saw a number of the scholars standing around a little boy, who had two fieldfares in his hands.

10. The boy was very poor. He had no hat on his head, no shoes on his feet, and his clothes were old and very much torn. The teacher came to him and said: "What do you wish, my little boy?"

11. "Why, sir," said Otto, "I heard

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some of your scholars say that their teacher was very fond of fieldfares, and here are two that I have caught for you."

12. "And what is your price for them?" asked the teacher. "I do not wish to sell them for money," was the boy's reply.

13. "But you look as if you were in need of money, my dear boy," replied the teacher.

14. "Yes," said Otto; "I need a hat and shoes, and better clothes; but there is something else, which I need still more. My parents are too poor to send me to school; they do not know how to teach me, and I can not learn alone."

15. "Ah, well, my boy, that is noble," said the teacher; "I see you prefer knowledge to money or fine clothes; bring your birds to me, and I will teach you whenever you have leisure to call on me."

16. Otto made rapid progress in his studies, and, by the aid of a generous

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nobleman, was sent to college. Here he improved his time to the best advantage, and afterward became an eminent minister of the gospel.

17. He kept in his study two field-fares, with this motto written on their cage: "Are not two sparrows sold for a farthing?"

18. On being asked what he meant by this motto, he used to explain the matter, by relating this story, and adding, with a smile: "That poor boy was MYSELF."

LESSON XLVII.

MYS' TIC, hidden or secret.
BEAT' ETH, throbs.
WRAP' PED, inclosed.
LIVE'-LONG, entire.
WON' DROUS, marvelous.
KNELLS, tolls.
CON CEIV' ED, imagined.
MAG' IC, wonder-working.
DECK' ED, adorned.
POS SESS' ED, owned.
MEAS' URES, metes out.
BLEND' ED, united.

THE LIFE CLOCK.

1. There is a little mystic clock,
Though out of human sight,
That beateth on, and beateth on,
From morning until night.

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2. And, when the soul is wrapped in sleep,
And heareth not a sound,
That clock still ticks the live-long night,
Although 'tis never wound.

3. Though wondrous is that work of art,
Which knells the passing hour,
Yet art ne'er formed, nor mind conceived
The *life*-clock's magic power.

4. Nor set in gold, nor decked with gems,
By pride and wealth possessed;
But rich and poor, or high and low,
Each bears it in his breast.

5. Such is the clock that measures life,
Of flesh and spirit blended;
And thus 't will run within the breast,
Till that strange life is ended.

LESSON XLVIII.

Vi' o lent, harsh; rude.
Re sist', stand against.
Sooth' ing, softening.
In' flu ence, power; force.
Fe ro' cious, fierce; savage
Train' ed, disciplined.
To' tal ly, entirely.
Ca ress' es, fondles.
So ci' e ty, company.
Ac cus' toms, habituates.
Frol' ic, sport.
Ca' per, frolic.
Perch' es, alights.
Con cern' ing, respecting.
Treat' ment, dealing.
Doc' ile, gentle.
Pro tect' or, guardian.
E' qual ly, alike.

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INFLUENCE OF KINDNESS.

1. There are but very few persons who are so rough and violent, as to resist, for a great length of time, the soothing influence of kindness. Even the most ferocious animals are tamed by it.

2. In this way, a man by the name of John Austin, in London, has trained animals of totally opposite natures, to live together in love and peace.

3. He is careful to keep them well fed, caresses them a great deal, and accustoms them to each other's society at a very early age.

4. The cat and mouse, the owl and rabbit, the hawk and pigeon, the star-

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ling and sparrow, all frolic together in the same cage.

5. The hawk allows the pigeon to eat out of the same dish with himself, while the mice caper directly under the cat's paws, and the starling perches on her head.

6. From these facts, little girls and boys can learn a useful lesson concerning their treatment toward younger brothers and sisters.

7. If they are fretful, be not cross to them. This will only serve to spoil their tempers, and injure your own; but speak gently, and tell them some pleasing story, to make them forget their troubles.

8. In this way, they will soon become as docile as lambs, and, when they are unhappy, they will come to you, as their kindest protector and best friend.

9. A gentle and patient temper is a two-fold blessing; it equally blesses those who possess it, and those who come under its influence.

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10. While we are striving to do good to others, we find our reward in the quiet happiness, with which our own hearts are filled.

LESSON XLIX.

HUD' DLED, jumbled.
AN' GRI LY, madly.
FRA' CAS, disturbance.
AC' TION, deed or act.
PET' U LANT, fretful; cross.
COM MENC' ED, began.
DIS TURB', disquiet.
SHAME' FUL, disgraceful.

THE EFFECT OF "A BLOW FOR A BLOW."

1. When I was about ten years of age, I learned a good lesson, which it would be well for all little boys and girls to remember.

2. One cold, frosty morning, I was looking out of the window into my father's barn-yard, where all the cows and oxen stood huddled together waiting to drink.

3. The cattle stood very still and quiet, till one of them, in trying to turn round, happened to hit another.

4. The one that was hit, now angrily thrust her horns against the next one, and, in less than a minute, the whole

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herd were kicking and hooking each other with great fury.

5. I called my mother to the window to see the fracas; and, after viewing them awhile, she said: "My dear boy, you may now see, in the conduct of the cattle, the effects of returning 'a blow for a blow.'

6. "Just so, some cold, frosty morning, I have known one cross word, or unkind action, set a whole family in a quarrel."

7. Afterward, if my brothers or myself were a little petulant, she would say: "Take care, my children; remember how the fracas in the barnyard commenced. Never give 'a blow for a blow,' and you will save yourself and others a great deal of trouble."

8. "Whatever brawls disturb the street,
There should be peace at home;
Where sisters dwell and brothers meet,
Quarrels should never come.

9. "Birds in their little nests agree,
And 'tis a shameful sight,
When children of one family
Fall out, and chide, and fight."

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LESSON L.

Cu′ ri ous, skillful, or cunning.
Spe′ cies, kinds, or sorts.
Sus pends′, hangs.
Gath′ ers, collects.
Slen′ der, thin, or slight.
Con ceal′, hide.
Ad mir′ ing, viewing with [wonder.
Text′ ure, construction.
Lin′ ed, covered inside.
Down′ y, soft, or feathery.
Sub′ stance, material.
Wrought, worked.
In sert′, set in.
Fin′ ish ed, done.
Im′ ple ment, tool; utensil.
Com′ pass, make, or contrive.

THE TAILOR BIRD AND ITS NEST.

1. These curious little birds, and one or two other species, have been called tailor-birds; because of the peculiar manner, in which they construct their nests. These birds are found in the West Indies, and in other warm climates.

2. Like the Baltimore Oriole, this

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bird usually suspends its nest from the twigs of the apple-tree, weeping willow, or banana-tree; and, with its bill, which serves instead of a needle and a weaver's shuttle, sews or weaves the leaves firmly together.

3. Sometimes it makes its nest on a plant that has large leaves; and then it gathers cotton from the shrubs, spins it into thread, by means of its long bill and slender feet, and sews the leaves neatly together, to conceal its nest.

4. An old lady, to whom one of these curious nests was shown, after admiring its texture for some time, inquired whether these birds might not be taught to darn stockings, and make clothes.

5. The inside of the nest is commonly lined with wool, or some light, downy substance, which makes a very soft and easy bed for the young birds.

6. In order to prevent the eggs, or the young birds from being thrown out of the nest, by the wind or the

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motion of the trees, it is made very small at the top, and four or five inches in depth.

7. "Behold a bird's nest!
Mark it well, within, without!
No tool had he that wrought; no knife to cut,
No nail to fix, no bodkin to insert,
No glue to join: his little beak was all;
And yet how neatly finished! What nice hand,
With every implement and means of art,
Could compass such another?"

LESSON LI.

PRAC' TICE, exercise.
RE QUIR' ED, called upon.
A GREE' A BLE, pleasing.
NEG LECT', omit.
DE LAY', put off.
BUR' DEN, load or lay on.
RE SPECT', regard.
GAUD' Y, showy.
FRUIT' LESS, vain.
EN DEAV' ORS, efforts.

NOW IS THE TIME.

1. This is a good motto for all boys and girls to remember and practice on; for they are apt to put off, until another time, what they should do at present.

2. When required to perform some

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duty which is not agreeable to them, they often say they will do so by and by, and thus neglect what would do them good, and make them happy.

3. This is not wise; for, if we delay till to-morrow what ought to be done to-day, we burden ourselves with more than we are able to perform.

4. Do you wish for knowledge and wisdom? Seek them at once; for *now is the time.*

5. If you would conduct yourselves in such a way, that others may respect and love you, when you become men and women, begin to do so at once, for *now is the time.*

LESSON LII.

PUR SU' ED, chased.
UT' MOST, extreme.
AR' DOR, eagerness.
SE CURE', make sure of.
REV' EL ED, feasted.
LOI' TER, linger.
E LUD' ED, escaped.
RUSH' ED, moved hastily.
SNATCH' ED, caught quickly.
VI' O LENCE, rashness.
CRUSH' ED, smashed.
CHA GRIN' ED, mortified.
DE STROY' ED, ruined.
RE FRAIN', abstain.
AD DRESS' ED, spoke to.
EM BRAC' ED, seized.

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THE BOY AND THE BUTTERFLY.

1. A boy, seeing a beautiful butterfly pass before him, was so delighted with its gaudy colors, that he pursued it from flower to flower, with the utmost ardor.

2. At first, he sought to seize it among the leaves of a rose, then he tried to cover it with his hat, as it was feeding on a daisy, and now he hoped to secure it, as it reveled on a sprig of myrtle.

3. Again, he felt quite sure of his prize, on seeing it loiter on a bed of violets; but the sprightly insect still eluded his grasp.

4. At last, observing it half-buried

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in the cup of a tulip, he rushed forward, and snatched the object of his pursuit with so much violence, that he crushed it to pieces.

5. The boy was so chagrined, on finding his prize so suddenly destroyed, that he could not refrain from weeping over his rashness and folly. He brought the poor insect to his father, who addressed him in the following words:

6. "My son, behold now the end of thy fruitless endeavors! and learn for the benefit of thy future life, that pleasure, like the painted butterfly, may serve to amuse thee in the pursuit; but, if embraced with too much ardor, will perish in thy grasp."

LESSON LIII.

DIF′ FER ENCE, distinction.
EX CEL′, surpass.
DIF′ FI CULT, hard.
PRO POS′ ED, presented.
FORE TELL′, predict.
RE PLY′, answer.
LAN′ GUID, dull or feeble.
ELD′ ER, older.
CLEV′ ER, skillful.
AP PLY′, attend.
RE SPECT′ ED, esteemed.
AP PROV′ ING, commending.

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"I CAN'T," AND "I'LL TRY."

1. There were two little girls, I knew them right well;
In their persons no difference you'd spy;
But the younger in ev'ry thing sought to excel,
While the other would not even try.

2. If a difficult task was proposed by their aunt,
One might always foretell the reply;
You would hear from the older a languid "*I can't*,"
While the other would answer, "*I'll try.*"

3. And which of those girls do you think would excel?
I am sure you will instantly cry:
"Not the elder, indeed, who ne'er sought to do well;
But the younger, who always would try."

4. Let all, then, who wish to be clever and wise,
With zeal to their studies apply;
If that phrase, "*I can't*" to their lips should arise,
Let them change it at once for "*I'll try.*"

LESSON LIV.

CHOP' PING, cutting.
GLAN' CED, darted aside.
AC' CI DENT, mishap.
LIFE' LESS, dead.
WAR' RANT, guarantee.
AL' LEY, narrow way.
CHAS' ING, pursuing.
EARN' EST, animated.
RE MAIN' ED, continued.
EX PECT' ED, supposed.
FALSE' HOOD, untruth or lie.
TRANS PIR' ED, took place.
CON FESS' ETH, owns.
FOR SAK' ETH, gives up.

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"TRUE DUNCAN."

1. Duncan was the name of a little boy who lived next door to Mr. Cole, his teacher. He was called by his school-mates, "True Duncan;" because he would never tell a lie.

2. One day, as he was chopping wood in the yard, the teacher's cat, Tabby, came along, when the ax glanced, hit her on the head, and killed her.

3. Duncan, knowing that Tabby was a great favorite with his teacher, was much alarmed at the accident; and, as he stood and looked at the poor lifeless creature, he could not refrain from tears.

4. Several of his school-mates came

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running up, and each one had something to say. One of them, in a low voice, said: "Now boys, we shall see whether Duncan will have the courage to tell the truth this time."

5. "That he will," said Thomas Pooley, who was Duncan's friend; "I'll warrant Duncan true as gold."

6. John Jenkins stepped up, and said: "Here, boys, let me fling the cat into the alley, and Duncan can tell Mr. Cole that the butcher's dog killed her; you know we saw him chasing her last week.

7. To this plan the boys were ready to agree; but Duncan, with an earnest tone, said: "No! no! it would be a *lie!*—a LIE! Do you think I would be guilty of *lying?*"

8. Just then the teacher stepped out of his house, and, as he came up and saw his cat covered with blood, he said: "What! is Tabby, my mouser, dead? Who could have done this cruel deed?"

9. All were silent. But, as soon as

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Duncan was able to speak, he said: "Mr. Cole, I am sorry for what I have done; but here is the truth. I can not lie, sir. I killed poor Tabby: she was rubbing her side against the log, and, by mistake, I hit her with the ax."

10. The other boys still remained silent. They expected Mr. Cole would be very angry. But, with a pleasant smile, he said: "Duncan, you are a brave boy! I have never known you to deceive me, or to tell a falsehood; and, beside, I saw and heard, from my own window, all that transpired."

11. "There boys," said Thomas Pooley, "I told you Duncan would never try to conceal the deed by telling a falsehood!"

12. "True," replied one of the others, "and now we see that Duncan was right; for, even if he had followed our advice, he could not have deceived the teacher."

13. The teacher then said: "Boys, I am glad you know what is right, and approve of Duncan's conduct; though

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I fear some of you would not have had the courage, like him, to own the truth.

14. "Learn from this that nothing can be gained by telling a falsehood. If you would be respected, and enjoy the reward of an approving conscience, imitate the noble example of 'True Duncan.'"

15. "He that covereth his sins, shall not prosper; but whoso confesseth and forsaketh them, shall have mercy."

LESSSON LV.

HAST' I LY, quickly.
ED' I BLE, eatable.
A' PRI COT, fruit resembling a plum.
RE FLECT', think.
DE CEIV' ED, misled.
ER' ROR, falsehood.
A VOID', shun.
DIS CERN', distinguish.

DO NOT CHOOSE TOO HASTILY.

1. Two boys found under a tree a nut, which they wished to divide. One gave to the other the choice, whether he would take the inside or the outside. "The outside," said he; for he had never seen such fruit before.

2. It was given him; but, to his

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great surprise, he found the shell was not edible. "Another time I will be wiser," said he, and they went on.

3. They soon came to a garden, and found an apricot, which was, also, a new kind of fruit to him. "This time I will take the inside," said he.

4. "Very well," said the other, and gave him the stone. So he was again deceived. We may learn much, and still never become wise unless we reflect.

5. If truth from error you would learn.
Apply your mind with care;
Avoid the wrong, the right discern,
And thus true wisdom share.

LESSON LVI.

Di rect' ed, ordered.
Straight' en, made straight.
In port' ant, of great value.
Suf fi' cient, enough.
Ar riv' ed, came.
Fast' en ed, made fast.
Need' ed, wanted.
Sup port', aid, or help.
O blig' ed, compelled.
Con' stant, unceasing.
Prom' ise, give expectation.
Rig' ging, tackle.
Na' vy, ships of war.
Sea' son, due time.
Re straints', restrictions.
In clin' ed, made to lean.

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THE TWIG AND THE TREE.

1. In the orchard, near Mr. Bloomer's house, was a young apple-tree; but it was so crooked that he often thought he would cut it down. Near by were several young pear-trees, that were very straight and beautiful.

2. Mr. Bloomer directed his workmen to take an ax, with some stakes and ropes, go into the orchard, and see if they could not straighten up the crooked tree. At the same time, he told Thomas, the gardener, to put some more fastenings around the pear-trees.

3. His only object in all this, was to teach his little boy an important

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lesson; for, after they had been gone a short time, he called his son, Lewis, and said to him: "Come, my boy, let us go into the orchard, and see how the men succeed with their work: we shall have sufficient time before school begins."

4. When they arrived at the orchard, they first saw Thomas tying cords around the pear-trees, and fastening them to the stakes, that were driven into the ground by the side of the trees.

5. When the trees were quite small, they were fastened in this way, to prevent them from growing crooked, or from being blown down. As the trees grew up, they, at length, became so firm and strong, that they needed no such support.

6. One of them they found so very crooked, that they were obliged to drive down two stakes, and fasten the tree on both sides; and thus, by early and constant care, this was made to grow straight.

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7. "Well, Thomas," said Mr. Bloomer, "these pear-trees seem to be doing pretty well. They shoot up very straight and beautiful."

8. "Yes; they promise very well, sir," replied Thomas; "we have had to strain them pretty close to the stakes; but 'it's the only way.'

9. "They must be taken while very young, when a bit of twine will keep them in place; but, if we allow them to become too large, there is no help for them: '*it's the only way, sir.*'"

10. They went a little farther, and there found the other two men at work at the crooked apple-tree. They had a stake and a rope on each side; but all their efforts to straighten it, were in vain. Indeed, it was a matter of surprise, that Mr. Bloomer would send them to do such work.

11. Just as Lewis and his father came to the crooked tree, one of the men was saying to the other: "*It will never do;* you can't straighten it, and you may as well let it alone."

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12. "Ah!" said Mr. Bloomer, "do you give it up? Can't you brace it up on this side, and then on that, so as to make it look a little better?"

13. "O no, sir," said one of the men; "it's too late to make any thing of that tree but fire-wood. All the rigging of the navy could not straighten it."

14. "True," said Mr. Bloomer; "and yet, by means of a bit of twine, had it been used in season, it might have been made as straight as those pear-trees. Well, men, you may now leave it, and go to work in the garden."

15. Then turning to his son, he said: "I did not expect the men could do any thing with that crooked tree. But I wished to teach you a lesson.

16. "You are now like the little tree. I wish you to become an upright and useful man. The commands and restraints which you require, are like the little cords, by which the little trees are made to grow up straight; for,

'Just as the twig is bent, the tree's inclined.'"

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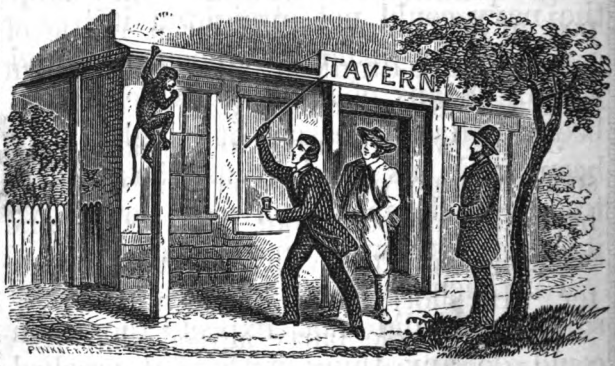
LESSON LVII.

VAL′ U ED, apprized.
OC CA′ SION, time.
QUAN′ TI TY, portion.
IN DUC′ ED, persuaded.
CROUCH′ ED, bent down.
IN TEND′ ED, contemplated.
POST PON′ ED, put off.
RE COV′ ER ED, been restored.
RE TREAT′ ED, went back.
PER′ IL OUS, dangerous.
PO SI′ TION, situation.
SUP PORT′ ED, upheld.
DE FEAT′ ED, beaten.
HEART′ I LY, sincerely.
EX PRES′ SIONS, signs or tokens.
DIS PERS′ ED, separated.



TEMPERANCE TAUGHT BY A MONKEY.

1. A man, living in the State of Maryland, had a monkey named Jack, which he valued at a thousand dollars.

2. This monkey he always took with him, when he went on chestnut parties, as he was very useful in shaking off the chestnuts from the tallest of the trees.

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3. He would take a long stick, climb up, and go out to the end of the very longest limbs, and knock off the chestnuts.

4. On one occasion, as the party was returning home, after gathering a large quantity of chestnuts, they stopped at a tavern, called for a bottle of brandy, and drank it all, except about half a glass, which they gave to Jack.

5. He was induced to drink it, and soon became quite merry: he skipped, hopped, danced about the room, and set the whole party in a roar of laughter. In short, Jack was drunk.

6. The whole party agreed that they would come to the tavern the next day, and "get Jack drunk" again, for the sake of the sport.

7. The next morning, as they went to give Jack his breakfast, he was not to be seen. After a long search, however, he was found in an old box, where he lay crouched up, holding his fore-paws over his eyes.

8. "Come out here!" said his mas-

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ter. Jack came hobbling out, with one of his fore-paws upon his head. He had the headache.

9. He felt, no doubt, as many a toper feels, the next morning, after drinking to excess. Jack was sick, and could not go. So the intended meeting at the tavern was postponed to another day.

10. In about a week, Jack had so far recovered from the effects of his dram, that he was able to go with the party to the tavern.

11. After the company had drank pretty freely themselves, they offered a glass to Jack; but, instead of taking the dram, as before, he skulked behind the chairs.

12. "Come here, Jack, and drink!" said his master, approaching him with a glass. Jack retreated; and, as the door was open, he skipped out, and, in an instant, was on the top of the house.

13. His master went to call him down; but he would not come. He

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took his cane, and shook it at him; but Jack sat on the ridge-pole, and refused to obey.

14. His master, knowing that monkeys were very much afraid of a gun, took one, and pointed it at him. Jack skipped over to the other side of the roof.

15. Another took a gun, went round, and pointed it at him from the other side of the house. The monkey, seeing his perilous position, instantly sprang up on the chimney, and slipped down one of the flues, where he supported himself by his fore-paws.

16. The whole company owned themselves fairly defeated; but, on reflection, heartily approved the conduct of poor Jack. At length, with expressions of kindness, he was induced to come down from the house, and the party dispersed.

17. The master kept the monkey many years; but he could never be persuaded to take another drop of brandy.

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LESSON LVIII.

STRUT' TING, proudly walking.
AT TEMPT' ED, tried.
PLU' MAGE, feathers.
DIS PLAY', show.
RE GARD', respect; esteem.
AT TEN' TION, notice.
MOD' EST, unassuming.
EN DURE', bear.
A DAPT' ED, suited.
COUP' LE, two.
RE SEM' BLE, seem like.
CON FESS', own.
DE SPISE', disdain.
DIS PLAY' ING, showing.
CON TEMPT', scorn.
FIN' ER Y, showy dress.

CHARLOTTE AND THE PEACOCK.

Charlotte. Father, I do wish you would drive that proud, strutting peacock out of my sight; I can not bear to look at him.

Father. Why, Charlotte, what makes you dislike the peacock? Has he ever attempted to injure you?

Charlotte. No, sir; he has never

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done me any harm; but I can not bear to see him strutting about so proud of his feathers.

Father. Do you not think his plumage very beautiful?

Charlotte. Yes, sir; but then I do not like to see him make such a display of it. Whenever I pass the vain creature, he always spreads his tail, and struts about to gain my attention; but I never look at him.

Father. How do you know that he does this from pride? Perhaps, it is his way of showing his regard for you. Do you suppose he would take such pains, unless he wished to please you?

Charlotte. I know he wishes to show off his plumage, and I will teach him to be more modest, by taking no notice of him.

Father. Did you ever see him before a looking-glass?

Charlotte. (*smiling*) No, indeed, father; he does not make his toilet as we do.

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Father. Then he does not waste so much time, perhaps. But I forgot to ask how you like the new bonnet your mother bought yesterday.

Charlotte. I can not endure it. And I shall be ashamed to wear it to church to-morrow.

Father. Do you dislike its shape?

Charlotte. No, sir; I like its shape well enough.

Father. Is it not adapted to the season?

Charlotte. Yes, sir; it is warm enough, no doubt.

Father. Why, then, do you dislike it so much?

Charlotte. I expected a splendid ribbon, and a couple of ostrich feathers, at least.

Father. But what did you wish to do with them?

Charlotte. Wear them, to be sure. What else could I do with them? There is not an ostrich feather in the village, and I hoped to be the first to wear one.

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Father. Do you think the young ladies of the village would be pleased to see you making such a display?

Charlotte. I do not know whether they would or not; I should, at least, please myself.

Father. But what if they despise you, and refuse to look at you; for thus you treat the poor peacock.

Charlotte. Why, father, do you think I resemble the peacock?

Father. I must confess that I can see no difference in your favor. If you despise the peacock for merely displaying his own natural dress, how can you expect anything but contempt in showing off yourself by means of ostrich feathers, or other borrowed finery?

LESSSON LIX.

En dow' ed, gifted.
Con ceit' ed, filled with self-esteem.
Sor' ry, poor; mean.
Dis tinc' tion, notoriety.
Cer' tain ly, surely.
Pierc' ing, penetrating.
Gal' lant ly, boldly.
Clad, clothed.
At tire', dress.
Af fec' tion, attachment.
In spire', infuse.

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THE PEACOCK.

1. Come, come, Mr. Peacock, you must not be proud,
Although you can boast such a train;
For there 's many a bird more highly endowed,
That 's not half so conceited and vain.

2. Remember, gay bird, that a suit of fine clothes
Is a sorry distinction, at most;
And seldom much valued, excepting by those
Who only such graces can boast.

3. The Nightingale certainly wears a plain coat;
But he cheers and delights with his song;
While you, though so vain, can not utter a note,
To please by the use of your tongue.

4. The Eagle can 't boast of a plumage so gay;
But more piercing the glance of his eye;
And, while you are strutting about all the day,
He gallantly soars in the sky.

5. The Dove may be clad in a plainer attire;
But is she thus selfish and cold?
And her love and affection more pleasure inspire,
Than all your fine purple and gold.

6. Thus, you see, Mr. Peacock, you must not be proud,
Although you can boast such a train;
For there 's many a bird more highly endowed,
That 's not half so conceited and vain.

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LESSON LX.

SUB SIST', live.
SCAR' CI TY, want.
SUR ROUND' ING, adjacent.
NEIGH' BOR HOOD, vicinity.
RE MAIN' ING, staying.
LIM' ITS, boundaries.
WAN' DER ED, strayed.
VEN' TUR ED, dared to go.
PRIN' CI PAL, chief.
EN' TER ED, went in.
PRO VOK' ED, made angry.
VENT' ED, let out.
CLASP' ING, embracing.
PRESS' ED, squeezed.
HOR' RI BLE, terrible.
TEN' ANTS, occupants.
DIS PATCH' ED, killed.
PROV' ERB, saying.
RASH' NESS, temerity.
RE MIND', put in mind.

THE KAMT-SCHAT'-KAN BEAR AND THE TEA-KETTLE.

1. These bears subsist chiefly on fish. Several years ago, however, as there was a great scarcity of their favorite food, they became very troublesome to the surrounding neighborhood.

2. Instead of remaining within their usual limits, they wandered forth into

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the country, during the whole winter, and even ventured into the streets of the principal towns.

3. One of them, finding the gate in front of a house open, entered, when suddenly it closed after him. The woman of the house had just placed a large tea-kettle full of boiling water, in the yard, and the bear, in smelling it, burned his nose.

4. Provoked at the pain, he vented all his fury upon the tea-kettle, and clasping his fore-paws around it, he pressed it with all his might against his breast, to crush it; but the more he pressed it, the more it burned him.

5. The horrible growl which rage and pain forced from him, brought all the tenants of the house and the neighborhood to the spot, and poor bruin was soon dispatched by shots from the windows.

6. He has, however, by this act, acquired a lasting fame, and become a proverb among the people of the

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town; for, when any one injures himself by his own rashness and violence, they remind him of "the bear and the tea-kettle."

LESSON LXI.

IM′ PLE MENTS, utensils.
CUL′ TI VATE, till.
DWELL′ INGS, houses.
CAR′ OL, sing.
UN FOLD′, display.
BLOS′ SOMS, flowers.
O′ DORS, perfumes.
FREIGHT′ ED, loaded.
PROD′ UCTS, produce.
LUX′ U RIES, dainties.

THE WORLD WAS MADE FOR MAN.

1. The world was made for man. The sun shines to give him light by day, and the moon and stars look down upon him in their glory and beauty by night; and a green carpet is spread over the earth, to please and delight his eye.

2. Does he want fuel and water? They are ready for his use. Does he want implements to cultivate the soil, or to construct his dwellings? Let him take the iron from the earth, and make them.

3. Does he want silver or gold?

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Let him go to the mine, and he shall find it safely laid up for his use.

4. Does he want food? The hills and the valleys will yield him grain, the air will give him fowls, and the waters are his fishing-place.

5. Does he want clothing? The sheep bear it on their backs, or the cotton-plant will produce it, or the silk-worm will spin it for him.

6. The birds shall carol for him, the flowers shall unfold their blossoms to delight him with their beautiful tints and fragrant odors, and the honey-bee shall toil to procure him sweets.

7. The beaver and the seal will yield up their lives to supply him with their warm fur, and the great whale, in the deep sea, will supply him with oil to light his dwelling.

8. The ocean, the tides, and the winds, all wait on him; and the ships, freighted with rich products, shall bring him the luxuries of every clime.

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LESSON LXII.

En gag' ed, employed.
In ter fer' ing, meddling.
Wor' ry ing, tiring out.
Con ten' tion, strife.
Con tin' u ed, kept on.
Quar' rel ing, fighting.
Con' test, combat.
Se' ri ous, sober, or grave.
Pru' dence, discretion.
Val' or, bravery.
Re treat', escape.
In duce', lead.
En gage', join.
Qui' et ness, peace.
Con du' cive, serviceable.
Dis' cord, disagreement.

OLD PEACEMAKER.

1. Peacemaker was the name of a large dog, owned by a gentleman living in the western part of the State of New York.

2. This dog was so named, because he would neither quarrel himself, nor allow other dogs to quarrel in his presence.

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3. Old Peacemaker was going with his master to the post-office one morning, when he saw two smaller dogs engaged in fighting.

4. He watched them a moment, without interfering; but, seeing them becoming more and more enraged,—worrying and biting each other, he quickly rushed to the scene of contention.

5. Finding, however, that the two dogs paid no attention to him, but continued quarreling, he raised his paw and struck the larger one on the ear, which caused him to run, yelping and whining from the contest.

6. He then gave the other a serious, earnest look, as if he would say: "Stop! be quiet! for I allow no quarreling in my presence."

7. The little dog did not fail to take the friendly hint thinking, no doubt, that prudence was the better part of valor, and so made his retreat as soon as possible.

8. How many people there are, who

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might learn a good lesson from the conduct of this noble dog! Instead of living in peace, and trying to prevent quarrels, they not only induce others to quarrel, but even engage in it themselves.

9. If we would enjoy that peace and quietness of mind, so conducive to our happiness, we must strive to live in peace with our fellow-men, and to prevent, as far as possible, quarreling and discord among others.

LESSON LXIII.

Com plain', murmur.
Spark' led, glittered.
Leap' ed, jumped.
Gay' ly, sprightfully.
Clap' ped, struck together.
Miss' ed, lost.
Un seen', invisible.
Where with', with which.
Cre ates', makes.
Si' lence, stillness.
Be stow' ed, given.
Pre' cious, highly prized.
Prof' it a ble, advantageous.
Re ceives', takes or obtains.

THE FLOWER-BEDS.

1. Herman and Flora were fond of flowers, and their father gave them each a small bed in the garden, and the children planted the seeds in the ground.

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2. They watered them with great care, and watched the place where they were planted, to see how they would sprout forth from the earth. But they had waited many days, and not a shoot was to be seen.

3. Then the children began to complain, and said: "Alas! we have planted and watered the beds in vain; for we shall have no flowers."

4. After a few warm days they went with their father to look at the beds, when, lo! the tender plants had sprung up from the earth, and the dew-drops on their leaves, sparkled in the morning sun.

5. Then the children were greatly rejoiced. They leaped gayly around, clapped their hands, and said: "O, see, father! here they are all at once.

6. "We have waited long to see how the sprouts shoot forth from the earth, and now, here they stand, and we have missed the sight."

7. "My children," answered the father, "The hand of God works al-

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ways on this wise. He brings forth the tender plants and blossoms, and each pleasant gift unseen, and conceals the hand wherewith He creates and conveys them to man.

8. "Like this, my dear children, let your love be toward your fellow-men. Delight in doing good; but do it in silence, and in secret, like unto God's goodness, in the works of nature.

9. "A single gift bestowed in silence, is precious in the eyes of Heaven, and truly profitable to him who receives it. For that which profits in a gift, is not so much the *gift* itself, as *the love of the giver.*"

LESSON LXIV.

HU MANE', kind.
DIS PO SI' TION, temper of mind.
EN DEAV' OR ED, tried.
ED' U CA TED, taught.
PUN' ISH ED, chastised.
DE CID' ING, judging.
SCARCE' LY, hardly.
REACH' ED, extended.
PRO POS' ED, made offer.
EX ACT' LY, precisely.
CON SENT', agree.
PRO PO' SAL, offer.
DIS PUT' ING, debating.
CHANC' ED, happened.
AF FAIR', matter.
DE CID' ED, gave judgment.
JUDG' MENT, decision.
EN FORC' ED, put in force.
PRE TENSE', plea.
COM MIT' TED, done.

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THE WRONG DECISION.

1. Cyrus was a little boy of very good temper, and he possessed a very humane disposition. His tutor endeavored to teach him every thing that was good; and he was educated with several little boys of about his own age.

2. One evening, after his return from school, his father asked him what he had done or learned that day.

3. "Sir," replied Cyrus, "I have been punished to-day for deciding unjustly."

4. "How so, my son?" said his father; "have you been acting the part of a judge?"

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5. "Yes, sir," answered Cyrus; "There were two boys, one of whom was a large, and the other a small boy. The little boy had a coat that was much too large for him; but the large boy had one that scarcely reached below his middle, and was too tight for him in every part.

6. "The large boy proposed to the little boy to change coats with him; 'because,' said he, 'we shall then be both exactly fitted; for your coat is as much too big for you, as mine is too small for me.'

7. "The little boy would not consent to the proposal; upon which, the large boy took his coat away by force, and gave his own to the little boy in exchange.

8. "While they were disputing on the subject, I chanced to pass by, and they agreed to make me judge of the affair. But I decided that the little boy should keep the little coat, and the large boy, the large one; for which judgment my teacher punished me."

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9. "Why so?" said Cyrus' father; "was not the little coat most proper for the little boy, and the larger coat for the large boy?"

10. "Yes, sir," answered Cyrus; "but my teacher told me that I was *not* made judge, to examine which coat best fitted either of the boys, but to decide whether it was *just*, that the large boy should take away the coat of the small boy, against his consent; and, therefore, I decided unjustly, and deserved to be punished."

11. A just claim may be unjustly enforced. A right thing may be done in a wrong way. The most cruel acts of *injustice* have sometimes been committed, under the pretense of forcing men to do right.

LESSON LXV.

Ech' o, return of sound.
For' est, woods.
Re peat' ed, said over.
Mys te' ri ous, unknown.
In sult' ing, offensive.
Com plain' ed, made complaint.
Naught' y, bad.
Re flect' ed, returned.
In' ter course, association.
In' so lent, saucy.

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THE BOY AND THE ECHO.

1. Little Casper had never heard an echo, and he knew not what it was.

2. One morning, when he was playing in the field, he cried out: "*Halloo!*" and instantly he heard, from the neighboring forest, the same word "halloo!" repeated.

3. He was much surprised, and cried out: "*Who are you?*" when the mysterious voice answered: "Who are you?"

4. Casper then said: "*You are a silly boy!*" "A silly boy!" was the only reply which he heard from the forest.

5. He now became greatly enraged, and used many angry and insulting expressions; but he was always faithfully answered by the echo.

6. At last, he hastened to the forest to punish the boy who, as he thought, had been mocking him. His search, however, proved vain.

7. He soon returned to the house, vexed and angry, and complained to his mother of the naughty boy who had been insulting him.

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8. "My son," said his mother, "you betray yourself, since what you complain of, was merely the echo of your own words.

9. "As you have often seen your face reflected from a looking-glass, so you have heard your own voice from the forest.

10. "If you had spoken pleasant words, you would have received pleasant words in return.

11. "In our intercourse with others, their conduct is commonly the echo of our own. If we behave properly toward them, they will treat us in the same manner; but, if we are haughty and insolent to others, we have no reason to expect any better treatment from them."

LESSON LXVI.

HUR RAH', shout of joy.
GALE, gentle wind.
SUR' GY, billowy.
UP SETS', overturns.
BARGE, boat.
VAN' ISH, suddenly disappear.
CHILD' ISH, youthful.
SEEMS, appears.
QUI' ET, calm.
WISE' LY, prudently.
HUM' BLER, more lowly.
DE CAY', fail; decline.

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THE LITTLE BOAT-BUILDERS.

1. Beside the sea-shore Charles and Ben*
   Sat down one summer day,
   To build their little boats,—and then
   To watch them sail away.

2. "Hurrah!" the boats have left the shore,
   And side by side they sail;
   And pleasant sunshine all before,—
   Behind, the summer gale.

3. But quite too rough the surgy sea;
   One boat upsets,—and then
   They clap their hands, and shout with glee,
   "*Hurrah!* she's up again!"

4. But on the wave it can not live;
   It sinks,—and now the other!

---

* This word is a Proper Name, and not, as is usually supposed, an abbreviation of Benjamin. The practice of introducing nicknames into school-books, is reprehensible; and their use, even in common conversation, should be avoided.

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And now a louder shout they give,
"*Hurrah!* we'll build another!

5. "Let's make ourselves a little sea;
The ocean is too large;
This tub will do for you and me
To sail our little barge."

6. Dear children, thus, through life, your joys
May vanish! Will you then
Still laugh, as o'er your childish toys,
And think they'll rise again?

7. And, when life's ocean seems too wide
Your quiet course to trace;
Say, will you wisely turn aside,
And choose a humbler place?

8. And will you, as your joys decay,
First one, and then the other,
Shout on, as one hope sinks away,—
"Hurrah! I'll build another?"

LESSON LXVII.

FAIR' EST, most beautiful.
RIP' EN ING, getting ripe.
NEST' LE, lie snug.
FOR SAKE', leave, or quit.
DAM' ASK, red-colored.
GAY' EST, gaudiest.
GLOW' ING, brightly shining
CLOUD' LESS, clear, or bright.
SUL' TRY, very hot.
CLOUD' ED, overcast.
TOR' RENTS, rushing streams.
AP PEAR' ED, came in sight.
BLEND' ED, mingled.
HAR' MO NY, agreement.
COM BINE', unite, or agree.
PRO MOTE', advance.

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THE FOUR COLORS. A FABLE.

1. On a bright summer morning, four colors,—Yellow, Red, Green, and Blue, began to vie with each other, as to which was the fairest.

2. "I," said the Yellow, "am loved by the early spring flowers; I gild the clouds in sunset, and spread myself over the ripening corn; nestle among the leaves, and forsake them not till they die."

3. "I am seen," said the Red, "in the damask rose, and with all the bright summer flowers; I tint the gayest butterflies, and am seen in full glory, in the glowing autumn skies. Who can vie with me?"

4. "I am to be seen," said the Green, "in the leaves of every tree, in every blade of grass, and in the growing grain. Every body looks on me with pleasure and delight."

5. "Look to the cloudless summer sky; to the deep shades of the wood, where the blue-bells grow, and there thou wilt see me," said the Blue.

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6. "The modest violet is mine, the hare-bell, and forget-me-not. I am in the deep waters, also. Where, indeed, am I not?"

7. Soon the air became sultry, the sky was clouded, and the rain came down in torrents. The sun broke out, and smiled upon the storm, when, lo! in a beautiful bow, which stretched over the heavens, the four colors appeared, blended in the most perfect harmony.

8. How often do disputes among children, destroy the peace and quiet of their minds! But, when they combine to promote each other's happiness, they appear more lovely than the beautiful tints of the rainbow.

LESSON LXVIII.

PER′ FECT LY, completely.
RE MIND′, put in mind.
YOUTH′ FUL, young.
RU′ DI MENTS, first principles.
COL LECT′ ING, gathering.
CARE′ FUL LY, with care.
SCAT′ TER ED, spread.
DIS OR′ DER LY, confused.
SYS′ TEM, method or order.
CON FU′ SION, want of order.
EN SUE′, follow.
A VAIL′ A BLE, advantageous.
YIELD′ ING, complying.
NOX′ IOUS, hurtful.
DIS CON TENT′, dissatisfaction.
DIL′ I GENCE, care; heed.

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GATHERING FLOWER-SEEDS.

1. The fall of the year is the season when the farmer gathers in his crops and fruit, and stores them away for use in the winter, and for seed the coming spring.

2. Children, also, at this season, should gather the flower-seeds in their gardens, and lay them aside till needed. Make little paper-bags, and write the name of each flower neatly upon them.

3. When you have placed the seeds in the bags, put them in a wooden or tin box, in a dry place.

4. The seeds, thus arranged, will remain perfectly safe through the cold

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winter, and be ready for sowing in the spring.

5. If your little garden has weeds in it, pull them up, and be careful that, in so doing, you do not scatter their seeds, lest they spring up and trouble you the next season.

6. This advice can scarcely fail to remind the youthful reader, that this is the time when he is gathering the seeds of knowledge for future use.

7. The rudiments of learning, which you are now collecting, should be carefully arranged in your minds, like the seeds in the paper-bags.

8. Suppose all your gathered flower-seeds were thrown into one box, and, thus mingled together, should be scattered over your garden-beds. What a disorderly mingling of all sorts and kinds, would spring to view!

9. If you toss into your minds geography, history, grammar, arithmetic, &c., without order or system, the same, or even worse confusion will ensue.

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10. When you acquire a new fact, label it, and place it where it belongs. This will render the knowledge you acquire available, easy to find, and ready for use when it is needed.

11. The weed-seeds! Take care that no "enemy" scatter them in your hearts. Are you tempted to falsehood? Beware! By yielding, you would sow a weed-seed that would bear the most noxious, poisonous fruit.

12. The seeds of discontent, of bad temper, and of pride; keep them out of your heart "with all diligence;" for the fruits they bear, are more bitter than aloes and wormwood.

LESSON LXIX.

EARN' ED, gained by labor.
PLEAS' URE, enjoyment.
UN FIN' ISH ED, left undone
HAB' IT, practice.
PROS PER' I TY, success.
DE LIGHTS', takes pleasure.
PRAC' TICE, custom.
HUR' RY, great haste.
NEG LECT' ED, disregarded.
RE CITE', say or repeat.
FA' BLE, fictitious story.
REP RE SENT' ED, described.
SIG' NAL, sign.
WA' GER, bet.
BOUND' ED, leaped,
CLUM' SY, awkward.
PROG' RESS, advancement.
RA' CER, runner.
STEAD' I LY, constantly
DIS' TANCE, space.

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FINISH YOUR WORK BEFORE YOU PLAY.

1. I know a man who is very rich now, though he was very poor when a boy. He said his father taught him never to play till he had finished all his work for the day, and never to spend money till he had earned it.

2. If he had but half an hour's work to do in the day, he was taught to do that the first thing, and to do it in half an hour.

3. After this was done, he played; and my young friends all know, that he could play with much more pleasure, than he could, if the thought of his unfinished work was still on his mind.

4. He said he early formed the habit of doing every thing in its season; and it soon became perfectly easy for him to do so.

5. It is to this habit that he owes his present prosperity; and I am happy to add that he delights to do good with his riches.

6. Sometimes when we have a little work to do, and a long time to do it

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in, we are apt to put it off till the very last minute.

7. By this practice, we are never up with our work, and are always in a hurry; and what is done in a hurry, is seldom done *well.*

8. Adelaide was a little girl who could learn a long lesson in a very few minutes; but she often neglected it until her class was called to recite, and then she was not prepared; because she did not begin to learn it at the proper time.

9. Amelia was a little girl who could not learn as fast as Adelaide; but she always had her lessons well prepared to recite, whenever her class was called; because she began to study them as soon as the teacher gave them out.

10. It would be well for those persons who are in the habit of putting off their work till the very last minute, to call to mind the fable of the Hare and the Tortoise, which are represented as running a race on a wager.

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11. When the signal was given for them to start, the hare, being very fleet of foot, bounded away, leaving the clumsy tortoise far in the rear.

12. After they had run some distance, the hare stopped to see what progress the tortoise was making, but, as he was not yet in sight, the light-footed racer lay down to take a nap.

13. While he was quietly sleeping, the tortoise kept steadily on his course; and, before the hare awoke out of sleep, the tortoise came out at the end of the race, and so won the prize.

LESSSON LXX.

THICK′ ET, shrubs closely set.
MOVE′ MENTS, actions. [know.
CU RI OS′ I TY, eagerness to
DE TER′ MIN ED, resolved.
AS CER TAIN′, find out.
EX CITE′ MENT, agitation of mind.
EN TAN′ GLED, twisted together.
ES CAPE′, get away.
CON TAIN′ ING, having in.
CAP′ TIVE, confined.
RE TIR′ ED, withdrew.
SAT′ IS FI ED, gratified.
RE LEAS′ ED, set free.
CHAR′ I TA BLE, benevolent.
DIS PERS′ ED, separated.
COM-PAN′ IONS, associates.
DE JECT′ ED, depressed.

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SYMPATHY AMONG THE BIRDS.

1. A gentleman observed, in a thicket near his dwelling, a number of brown thrushes, that, for several days, continued to attract his attention, by their loud cries and strange movements.

2. At length, so great was his curiosity, that he determined to ascertain, if possible, the cause of their excitement.

3. On looking about in the thicket, he found that one of the thrushes had its wings so entangled in the bushes, that she could not escape. Near by was her nest, containing four young birds.

4. Without attempting to release

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the captive bird, he retired a short distance from the place, when several thrushes made their appearance with worms and other insects in their mouths.

5. These they gave first to the mother and then to her young birds; she, in the meantime, cheering them on, in their labor of love, with a grateful song.

6. After viewing the interesting scene till his curiosity was satisfied, the gentleman released the poor bird, when she flew to her nest, and her charitable neighbors dispersed with a song of joy.

7. A kind-hearted little girl, whose happy face and joyous voice, remind one of the merry songsters of the grove, on hearing this story, exclaimed: "Is it not beautiful?

8. "How happy the poor bird must have felt to be released! and how glad the young birds must have been to see their mother return! No wonder the kind neighbors sung for joy!"

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9. Beautiful, indeed, it is! But I can tell you what is still more beautiful.

10. It is that little girl who drops kind words, and gives pleasant smiles as she passes along,—who is ready to help every one she meets out of trouble,—who never scowls, never contends, never teases her companions, nor seeks, in any way, to lessen, but always to increase their happiness.

11. Would it not please you to pick up a string of pearls, pieces of gold, diamonds, or precious stones, as you pass along the streets? But pleasant words and kind actions are the true pearls and precious stones that can never be lost.

12. Take the hand of the friendless. Smile on the sad and dejected. Be kind to those in trouble. Strive everywhere to diffuse around you sunshine and joy.

13. Thus, while you render others happy, you will not fail to be happy yourself.

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LESSSON LXXI.

Cov' er ing, any thing that covers.
Qui' et ly, silently.
Slow' ly, gradually.
Free' ly, liberally.
Be stow', give, or impart.
Form' ed, made.

WHAT CAN I DO?

1. "I do not see what I can do,"
A little snow-flake said,
"Upon this meadow, long and wide,
A covering to spread."

2. But quietly it kept its place,
Till, slowly falling round,
The other flakes came gently down,
And white was all the ground.

3. O, freely give! though little sums
Are all you can bestow:
Remember that of little flakes
Is formed the bed of snow.

LESSON LXXII.

In vit' ed, asked.
Spe' cial, particular.
Sump' tu ous, rich, or costly.
Ban' quet, feast.
Ap pear' ance, semblance.
Con ceal' ed, covered.
Scar' let, bright red.
Bor' der ed, edged.
Pow' der ed, sprinkled with powder.
A dorn' ed, decorated.
Nim' ble ness, activity.
Pa rad' ed, walked for show.
Grace' ful ly, elegantly.
Spa' cious, large.
Per form' ance, display.
El' e gance, gracefulness.
Dis gust' ing, offensive.
Dec' o rate, adorn.
Rid' i cule, derision.

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THE MASKED MONKEYS.

1. A nobleman invited a few of his special friends to a sumptuous banquet. While they were sitting at the table, two very small and gayly dressed visitors, having the appearance of a gentleman and lady of high rank, entered the room, with their faces concealed by masks.

2. The gentleman wore a scarlet-colored coat, bordered with gold lace; his wig was powdered white as snow, and his hat was adorned with silk cord, tassels, and a flowing plume.

3. The lady was dressed in bright pink satin, having a gay little bonnet upon her head, white kid gloves on

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her hands, and satin slippers on her feet.

4. They both danced with great ease and nimbleness, and paraded very gracefully up and down the spacious hall. All were surprised at their splendid performance, and admired the ease and elegance of their movements.

5. Presently an old officer, who was one of the guests, taking an apple from the table, threw it on the floor between them.

6. In an instant they both sprung for the apple, and fought for it, till they tore off each other's mask, when, lo! instead of the little gentleman and lady, there appeared a couple of disgusting monkeys.

7. On seeing this, several of the company broke out in loud laughter. But the old officer, in an earnest tone, said: "Monkeys and fools may decorate themselves with all the finery they can procure; but sooner or later their real characters will be unmask-

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ed, when they are sure to be made the objects of contempt and ridicule."

LESSON LXXIII.

De sign' ed, intended.
Rep re sent', picture out.
Ad mit' tance, admission.
Im press', fix deeply.
Ea' ger ness, earnestness.
As ton' ish ment, surprise.
Fig' ures, likenesses.
Dis ap point' ed, dissatisfied.
Auc tion eer', one who sells by auction.
Cus' tom ers, buyers.
Fi' nal ly, at last.
Jog' ged, jostled.
Whis' per ed, spoke softly.
No' tic ed, observed.
Dis o beys', disregards.
Prac' tic es, performs.
De cep' tion, fraud.
Prom' is es, pledges.
In tend', design.

THE BEST ON THE OUTSIDE.

1. When about seven years of age, I walked with my father through the market. We stopped at one of the stands, where a man sold fruit, and seeing some very fine-looking nuts, I paid him for a pint, and put them into my pocket.

2. After walking a little distance, and eating a few of them, I told my father that the man was not honest; for I found so many bad nuts among

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them, that he must have put all "the best on the outside."

3. My father smiled, at the same time telling me, that before I was much older, I should find, that not only *this* man, but a great many other people, are in the habit of putting "the best on the outside."

4. Soon after we came to a show. There was a very large and splendid picture on the outside of the building, designed, as I supposed, to represent the various objects to be seen within.

5. The price of admittance was paid, and in we went; for my father wished to impress an important lesson on my mind.

6. At first, I looked about with great eagerness; but, to my great astonishment, I only saw a few ugly-looking figures of wax-work, that were, by no means, equal to the picture upon the outside.

7. "What makes you look so disappointed, my son?" said my father;

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"the showman has done no more than the man did, who sold you the nuts; he has only put 'the best on the outside.'"

8. Just after we left the show, we heard a man speaking very fast and loud. We went into the shop, where we heard the voice, and saw an auctioneer standing up at a little desk, with a small hammer in his hand.

9. He made it appear that all his articles were the very best of the kind; and I really thought he came there on purpose to oblige his customers, by selling his goods at less than half their real value. Finally, said he: "Now is the time for every man to lay out his money to the very best advantage."

10. Two or three times I jogged my father to buy something; but he only stooped down and whispered in my ear, "Why, my son, do you not see that this man, like the others, is putting 'the best on the outside?'"

11. As we were walking home, my

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father talked to me about what he had noticed during his life, and made many remarks that I have since found to be true.

12. "What you have seen to-day," said he, "is only a specimen of what you will often observe in the conduct of mankind.

13. "When a boy behaves well in the presence of his parents, and disobeys their commands in their absence, he practices a worse deception, than did the man who sold you the nuts, the showman, or the auctioneer.

14. "When one person promises another what he does not intend to perform, he is equally guilty of deception. It is like putting 'the best on the outside.'

15. "But, while you observe the faults of others, see that you do not practice them yourself. Be what you appear to be. Never seek to deceive or injure others, or to benefit yourself, by putting 'the best on the outside.'"

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LESSON LXXIV.

De spis' ed, scorned.
Con demn' ed, censur
State' ment, account.
Em' i gra ted, removed.
Set' tle ment, place of abode.
Pur' chas ed, bought.
Pro gress' ed, advanced.
Com plet' ed, finished.
A rous' ed, awakened.
Re tir' ed, gone away.
Bu' ri ed, covered up.
Di rec' tion, course.
Ap proach' ed, drew near.
Halt' ed, stopped.
Sup pos' ed, thought.
Des' pi ca ble, contemptible.

THE WAY WOLVES PUNISH LIARS.

1. Lying is not only despised by mankind, but it is condemned and punished even by wild beasts, as the following statement of facts will plainly show.

2. A number of years ago, a man emigrated from the State of Connecti-

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cut to a new settlement, in the western part of Pennsylvania.

3. He purchased a tract of wild land, three miles from any house, and, after clearing a small piece of ground, commenced building a dwelling for his family.

4. When his work had so far progressed, as to have a part of the roof completed, and a floor on the second story, he gathered some shavings and slept there.

5. One bright moon-shiny night, he was aroused by a noise below. He looked down and saw a wolf covering up something very carefully in the shavings.

6. After he had retired, the man went down to see what he had buried there, when, to his astonishment, he found a little girl who was sent from the nearest settlement after the cows; but, losing her way, she wandered about until late in the evening.

7. She came to this place, and, being weary, lay down in the shavings,

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and went to sleep. He took her to the second story and soon he heard the howling of the wolf, and, also, of others in a different direction.

8. In a few minutes, a large drove of these ferocious animals approached his dwelling. When within a few rods, they halted, and one came from the flock, entered the building, and pawed open the shavings. Soon all the others entered.

9. Shortly they all went out, and one stood by himself, and held his head between his feet, like a dog when ashamed, and the rest of the wolves rushed upon him with tiger fury, and tore him in pieces.

10. They, no doubt, supposed that he had deceived them, or, in other words, had told them a lie; and thus, it seems that wolves punish liars with death.

11. How mean and despicable is a liar, even in the eyes of wild beasts! I hope, therefore, none of my young friends will ever be so base, or so wicked as to tell a lie.

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LESSON LXXV.

THE DEAD BROTHER.

Child.

O! why does brother William sleep
So long upon his little bed?
And why, dear mother, do you weep?

Mother.

My child, your little brother's dead.

Child.

I thought, when dead, my mother dear,
That angels bore us to the sky;
But brother William still is here.

Mother.

O no, my child; he dwells on high.

Child.

I feel his cheek, his hand I hold,—
O William, do get up and play!
Why is your hand so very cold?

Mother.

Your brother hears not what you say.

Child.

And will he never wake again,
And spread his playthings on the floor?
Nor walk with us along the lane?

Mother.

We here shall see his face no more.

Now, soon that body must be laid
Beneath the cold and silent clod;
His spirit angels have conveyed
To live forever with its God.

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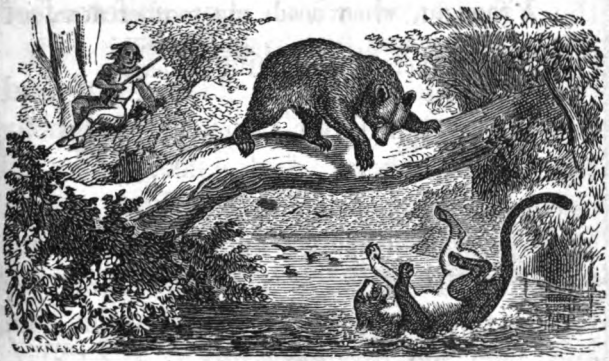
LESSON LXXVI.

So′ CIAL, free to converse.
AN′ EC DOTES, stories.
RE LAT′ ED, told.
TRAP′ PING, setting traps.
SUR′ FACE, face, or level.
WOUND′ ED, maimed.
E NOR′ MOUS, very large.
PER CEIV′ ED, ascertained.
TER RIF′ IC, fearful.
STRUG′ GLING, striving.
GROWL′ ING, grumbling.
O VER TAK′ EN, caught.
COM′ BAT ANTS, fighters.
CON′ FLICT, combat.
CAU′ TIOUS LY, carefully.
IN FLICT′ ED, given, or brought.
OC CUR′ RENCE, event.
QUAR′ REL SOME, contentious.



THE INDIAN, THE PANTHER, AND THE BEAR.

1. On the river St. Lawrence lived an aged Indian named Sabastas, who belonged to the St. Regis tribe.

2. He was gentle and friendly, and though nearly a hundred years old, he was very social, and pleasing in his manners; and many were the anec-

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dotes that he related of his former, wild, forest life.

3. "One day, said he, "while trapping for beaver on Grass River, near Cranberry Lake, I sat down on the bank to eat my dinner.

4. "At a little distance from me was a large tree, that had fallen across the river, and which lay a few feet above the surface of the water.

5. "While eating, I looked up and saw a panther lying upon the log, near the opposite bank, fast asleep.

6. "Having with me only a small shot-gun, I did not venture to fire; for, had I merely wounded him, he would instantly have rushed upon me, and torn me in pieces.

7. "Soon after, a bear of enormous size came smelling along on the ground, till he reached the log, when he silently got upon it, and crept along till he came to the panther.

8. "Then, lifting his huge paw, he gave the panther a blow, that instantly knocked him into the river.

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The bear then turned about, and hastened back into the bushes.

9. "The panther swam to the opposite shore, and, shaking off the water, sprang upon the log, and came to the place where he could scent the bear's track. Then with a sullen growl, he darted, like an arrow, into the thicket in pursuit of the bear.

10. "Very soon I perceived, by the loud and terrific roar, followed by the violent struggling, dashing, and growling, which I heard among the bushes, that the panther had already overtaken the bear, and that the enraged combatants were engaged in a deadly conflict.

11. "'Let them fight it out,' thought I; so I sat still until the noise had ceased. Then, taking my gun, I crept slowly and cautiously into the bushes, where I found them both dead, and covered with wounds which they had inflicted on each other."

12. From this occurrence we may learn a useful lesson; that, when bears

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and panthers fight, we should let them fight it out.

13. Indeed, from many examples, we may learn that those who quarrel and fight, receive all the wounds and bruises; while those who keep aloof from the quarrelsome and vicious, both avoid injury to themselves, and, at the same time, furnish the best examples for the conduct of others.

LESSON LXXVII.

VOL UN TEERS', soldiers by choice.
IN TEND', purpose.
RE NOWN', fame, or honor.
SERV' ING, treating.
PAL' TRY, mean, or petty.
CER' TAIN, particular.
RE FUSE', decline.
GAL' LOWS, scaffold.

THE VOLUNTEERS.

Son.

Father! I 've seen the volunteers
Dressed out in red and blue;
And I should like to hear you tell
What they intend to do!

Father.

These are our country's soldiers, boy;
And they intend to go
To fight their country's battles,
Away in Mexico!

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Son.

The country's battles! What are they?
And what is fighting for?
I thought that folks were shot and killed,
Whene'er they go to war!

Father.

Just so, my boy, these volunteers,
For Glory and renown,
Will shoot and kill the Mexicans,
And burn their cities down!

Son.

What have they done—those Mexicans?
I should be glad to know:
I think I never heard before
Of serving people so!

Father.

Done! They're a weak and paltry race,
And all the papers say,
They owe our nation certain sums
Which they refuse to pay.

Son.

Well; Peter Jones is owing me
A sixpence for a knife;
I'll go some night and burn him out,
And take the fellow's life.

Father.

What! take his life? What do you mean?
That would be very wrong;
You would be tried for murder, boy,
And on the gallows hung!

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Son.

Then why not hang the volunteers?
Is it more wicked, then,
To shoot and kill a single boy,
Than kill a thousand men?"

LESSON LXXVIII.

A WAK' EN, arouse.
PROMPT' ED, actuated.
CON' TENTS, matters contained.
RE LIEVE', free.
SUF' FER ED, endured.
FIL' IAL, becoming a child.
RE TURN' ING, going back.
AP PEAR' ANCE, personal presence.
SOV' ER EIGN, king.
SA LUTE', wish well.
AS SURE,' give assurance.
PRO VIDE', make provision.
DU' TI FUL, required by duty.
IN' DI GENT, poor.

THE KING AND HIS PAGE.

1. Frederic, the king of Prussia, one day rang his bell, and nobody answering, he opened the door, and

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found his page fast asleep on a sofa. He approached, and was going to awaken him, when he perceived a letter hanging out of his pocket.

2. Prompted by curiosity to know its contents, he carefully drew it from his pocket, and read it.

3. It was a letter from the page's mother, in which she thanked him for having sent her a portion of his wages, to relieve her from the distress which she otherwise must have suffered, and closed by saying, that God would reward him for his filial kindness.

4. The king returned softly to his room, and took a bag of ducats, which, with the letter, he carefully placed in the page's pocket.

5. Returning again to his room, the king rang the bell so loudly, that it aroused the page from his slumbers, who instantly made his appearance before his sovereign.

6. "You have had a sound sleep," said the king. The page was confused, and wholly at a loss how to ex-

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cuse himself; when, by chance, putting his hand into his pocket, he there found a purse of ducats.

7. He took it out, turned pale, and, looking at the king, then at the purse, he burst into tears, without being able to utter a word.

8. "What is that?" said the king. "Ah, sir," said the young man, throwing himself on his knees, "some one is seeking my ruin! I know not how I came by this money in my pocket!"

9. "My young friend," replied the king," God often does great things for us even in our sleep. Send that money to your mother, salute her on my part, and assure her that I will provide for both her and you."

10. Thus you perceive that the page, by his dutiful conduct, obtained the favor of the king, not only for himself, but, also, for his indigent mother.

LESSON LXXIX.

VER' DANT, green.
SIL' VER Y, silver-like.
WHIS' PER ING, low speaking.
WAFTS, bears away.
HUE, tinge, or color.
QUIV' ER, tremble.
TRAV' EL ER, sojourner.
HAR' VEST, season of reaping.

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WHAT GOD HAS MADE.

1. 'T was God who formed both earth and land,
The verdant vales and sparkling rills,
The murmuring streams, the silvery strand,
The smiling meads, the grassy hills;

2. The forests with their thousand trees,
The thousand birds that carol there,
The whispering wind, the gentle breeze
That wafts their music in the air;

3. The flowers of every form and hue,
The leaves that quiver in the spray,
The morning clouds, the evening dew,
The sun that gives us light by day;

4. The moon that cheers the trav'ler's eye,
When evening steals along the plain,
The stars that twinkle in the sky,
The harvest fields of golden grain.

LESSON LXXX.

PRO VIS' ION, food.
DE CLAR' ED, asserted.
MIS TAK' EN, deceived.
AS SER' TION, declaration.
PER PLEX' ED, puzzled.
MAR' VEL OUS, wonderful.
DIS TINCT' LY, clearly.
EN TREAT' ED, besought.
MYS' TER Y, secret.
COM POS' ED, made.
AC CORD' ING, in accordance.
CON' FI DENT, sure, or certain.
PAR' TIAL LY, partly.
EX AM' IN ED, considered.
O PIN' IONS, judgments.
CON CLU' SION, decision.
POS' I TIVE, certain.
THOR' OUGH LY, fully.

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THE WONDERFUL SIGN.

1. A wealthy merchant, in one of our large western cities, had three sons, named Randolph, Robert, and Joseph. One day, as their father came into the house, he found them all engaged in an earnest and angry dispute.

2. The father, knowing the nature of their dispute, called Randolph and sent him round the corner, to read the new sign that had just been put up on a large provision store.

3. He then ordered Robert to go round the other corner, and read the sign from another direction; and, finally, directed Joseph to go and read it from the side of the street, opposite to the store.

4. Randolph hastened back, and told his father the name on the sign was WILLIAMS; but soon after, Robert came in and said, the name was JOHNSON; and, at last, Joseph entered, declaring that the only word on the sign was PROVISIONS!

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5. The boys seemed utterly surprised: they said there was but one sign on the store, and each declared that the others must be mistaken. The father, seeing there would be no end to the dispute, told them the only way to decide the question, was for all to look at it from the same point.

6. They now urged their father to go with them, each, at the same time, promising to prove to him the truth of his own assertion.

7. On reaching the point, from which Randolph had looked at the sign, lo! they all saw upon it the name, WILLIAMS. At this, Randolph exclaimed: "There, I told you so!" but Robert and Joseph seemed very much perplexed.

8. They now passed along to the opposite side of the store, when the word, PROVISIONS, made its appearance upon this marvelous sign; and now, Joseph, in turn, cried out: "I told you so!" and all were still more puzzled than before.

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9. Finally, on reaching the point, from which Robert had read the sign, they all distinctly saw upon it the name, JOHNSON. The boys were now still more surprised than ever, and entreated their father to explain to them the mystery.

10. He then took them nearer, and showed them that the sign, instead of being composed of one board, as is usual, had upon it narrow slats, so arranged and painted, that the three different words were seen, according to the position of the person, by whom it was read.

11. Upon the board itself, there was only the word, PROVISIONS; and this could not be seen, except from a point directly opposite.

12. The name, WILLIAMS, was painted on one side of the slats, and the name, JOHNSON, upon the other, so that the word was different, according to the direction, from which the sign was viewed.

13. Strange as it had seemed to

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them, the matter was now made entirely plain. "Now, my sons," said the father, "I will tell you why I had you view this wonderful sign from opposite points. It was to teach you not to be too confident, when you have only partially examined a subject.

14. "In forming our opinions, we are in danger of looking at only one side of a question, and thus of coming to a wrong or unjust conclusion.

15. "Had you each examined the sign from all sides, you would not have been so positive, and accused each other of being wrong, and thus, at last, found yourselves in error.

16. "You may learn, too, that many things which, at first, appear very marvelous, may be easily explained, when the real cause is known. That sign seemed to deceive your very eyes, and yet it is now perfectly plain to you.

17. "Examine a matter patiently and thoroughly before you express too great confidence in your own opinion, or dispute the judgment of others.

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LESSON LXXXI.

CRACK' ING, breaking.
WORTH' LESS, good for nothing.
KER' NEL, the eatable substance in the shell of a nut.
PRO CEED' ED, went on.
CON' SE QUENCE, importance.
EM PLOY' ED, occupied.
UP' RIGHT LY, honestly.
DE CEIT', fraud.
EAR' NEST NESS, ardency.
DE SIR' ED, wished.
IM PRES' SION, effect upon the feelings.
EF FAC' ED, obliterated.

THE NUT WITHOUT A KERNEL.

1. One day, after dinner, when we were sitting at the table, cracking nuts, my grandfather picked up two of the finest looking ones in the dish, and began to make remarks upon them.

2. "There are many things," said he, "which appear to be what they are not. Look for a moment at these two nuts. How much alike they are, and yet if we examine them closely,

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we shall find in them a great difference! the one is, no doubt, a good nut; but the other is worthless; for there is *no kernel in it.*"

3. Whether my grandfather had seen a little hole in the side of one of the nuts, I can not say; but certain it was, that when he cracked them with the nut-cracker, one of them had no kernel in it: we were all very much surprised. But my grandfather proceeded with his remarks.

4. "Let us learn from this little occurrence, the advantage of observing things with *attention.* It is not of much consequence whether a nut turns out to be what it appears, or otherwise; but, in other matters it is often of great importance.

5. "There are many things in the world, of which it may be said with truth, they are good for nothing; for they have *no kernel in them.*

6. "Wherever you may be, and however employed, always act uprightly; never practice deceit; never let it

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be supposed that you have a hollow heart; never let it be said that *there* is *no kernel in you.*"

7. My grandfather spoke these words with so much earnestness, that it seemed as if he desired to make *an* impression so deep in our hearts, that it never should be effaced; and our attention appeared to make him more earnest than ever.

LESSON LXXXII.

PRE SERVE', keep.
CON CLUDE', judge.
COUN' TER FEIT, false; unreal.
HYP' O CRITE, pretender.
A STRAY', out of the way.
DE CEP' TIVE, deceiving.
QUAL' I TIES, virtues.
DE RIS' ION, ridicule.
EN TIC' ING, alluring.
A MUS' ING, entertaining.

THE NUT WITHOUT A KERNEL. CONTINUED.

1. "The habit of observing both persons and things with attention, will preserve us from much disappointment; for we are apt to conclude that things are just what they appear to be.

2. "A counterfeit coin is not a real one; and there are counterfeits among

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mankind, as well as among pieces of copper, silver, and gold. A counterfeit person is one who has no true heart; or, in other words, one who is like *the nut without a kernel.*

3. "Hardly is there a worse character than that of the hypocrite, who says one thing, and means another. If you listen to him, you are very likely to be led astray; for his words are as smooth as oil, and sweet as honey.

4. "He promises much, and performs little; his object being to deceive. I need scarcely tell you that his heart is hollow, and that he is like the deceptive nut, that had a fair appearance, but *no kernel in it.*

5. "The boaster is another character that is not to be trusted; for his great words and his little deeds do not agree.

6. "A roaring lion, with no more courage than a lamb, would be a strange animal; and he who talks loudly of qualities that he does not possess, is a strange man.

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7. "Never indulge in boasting, lest it be said of you, in derision, that you are like *the nut without a kernel.*

8. "A cheerful book is a pleasant thing; but unless you observe it with attention, you may be deceived by it.

9. "Sometimes a book has a very enticing appearance; the binding is gay, the pictures are very pretty, and the stories are so very amusing, that you go laughing through every page from the beginning to the end.

10. "But, when you have done laughing, you find that you have been laughing at folly; and that, in short, the book is like *the nut without a kernel.*"

11. Many years have now passed, since the days of my youth; but seldom since then, have I met with a disappointment, or with any thing that proved to be much worse than I expected, without calling to mind the worthless nut, and the words of my grandfather: "*There is no kernel in it.*"

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LESSON LXXXIII.

TUN′ ED, put in tune.
ME LO′ DI OUS, musical.
EAR′ LI EST, most early.
SOAR, mount up.
RE′ GIONS, tracts, or realms.
LOFT′ I EST, highest.
TROUB′ LE SOME, annoying.
TURF, sod.
EN JOY′, possess.
RE′ JOICE, be glad.

THE BOY AND THE LARK.

1. "Who taught you to sing, my sweet, pretty bird?
Who tuned your melodious throats?
You make all the woods and the valleys to ring,
You bring the first news of the earliest spring,
With your loud and your silvery notes.

2. "Who painted your wings, my sweet, pretty bird?
And taught you to soar in the air?
You rise and you dart through the regions of light,
You look down on man from your loftiest hight,
And your hearts know no troublesome care.

3. "And where are your fields, my beautiful bird?
And where are your houses and barns?
You sow not the ground, and you reap not the corn,
You spring from your nest, at the earliest morn;
But you care not about the wide farms."

4. "'T is God," said a lark, that rose from the turf,
"Who gives us the life we enjoy;
He painted our wings, and gave us our voice,
He gives us our food, and He bids us rejoice;
We're his creatures, my beautiful boy."

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LESSON LXXXIV.

BRANCH' ES, boughs.
CALL' ING, occupation.
NIM' BLEST, most active.
TAL' ENTS, powers of mind.
ROUS' ED, waked up.
FIX' ES, fastens.
GLO' RIES, splendors.
AC COM' PLISH, effect.
EN TIRE' LY, quite.
AT TAIN' MENTS, acquirements.
SOW' ING, scattering.
CUL' TI VATE, improve.

STRIVE TO EXCEL.

1. All the great and good men in the world have once been boys, and why may not all boys become great and good men?

2. If you seek for honor and renown, rise from the dust, from which thou wast made, and aim at great and worthy deeds.

3. The tall oak, that now spreads its branches broad and high, was once a small acorn, hid in the bosom of the earth.

4. Strive to be the first in thy calling, be it what it may. Be the nimblest at play, and the best at study; yet envy not the merit of others; but seek to improve your own talents.

5. In striving to excel by just conduct, the spirit of a man is roused

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within him; he pants after fame, and is eager to gain the object of his pursuit.

6. He rises like a palm tree, in spite of those burdens that tend to keep him down; and, as an eagle in the sky, he soars aloft, and fixes his eye on the glories of the sun.

7. The deeds of great men are in his dreams by night, and it is his chief delight to follow them all the day.

8. He forms great and good designs, and pursues them with ardor, until success crowns his efforts. If your aim be good, despair not of success.

9. No one knows what he can do, until he tries, and he who faithfully exerts himself to a noble and worthy object, can hardly fail to accomplish it, although, at first, it might appear entirely beyond his power.

10. Be not content with present attainments; but, while you are digging your little garden, and sowing seeds there, cultivate your heart and your head at the same time; for the seeds

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which you sow there, shall spring up, blossom, and yield rich fruit when you are a man.

LESSON LXXXV.

THE SUN, MOON, AND STARS.

1. I saw the glorious sun arise,
   Far o'er yon mountain gray,
And, as he mounted up the skies,
   The darkness fled away;
And all around me was so bright,
I wished it might be always light.

2. But, when the dazzling sun was gone,
   The gentle moon drew nigh,
And stars came twinkling one by one,
   All o'er the shaded sky.
Who made the sun to shine so far,
The moon and every twinkling star?

3. "'T was God, my child, who made them all,
   By His own power and skill;
He holds them that they do not fall,
   And bids them do His will;
That glorious God, who rules in love
On earth, and sea, in Heaven above.

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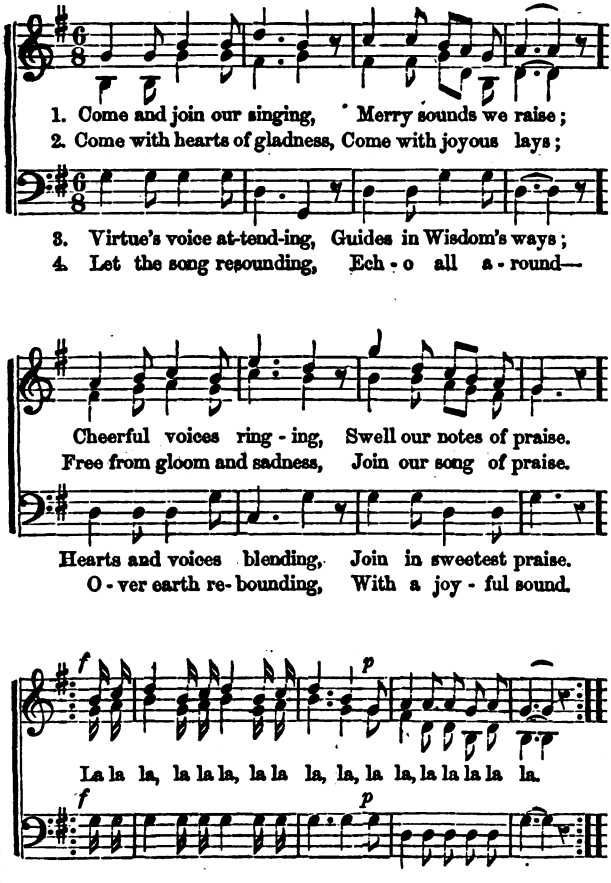
COME AND JOIN OUR SINGING.

Words by C. W. SANDERS. Music by WEBER.


1. Come and join our singing, Merry sounds we raise;
2. Come with hearts of gladness, Come with joyous lays;
3. Virtue's voice at-tend-ing, Guides in Wisdom's ways;
4. Let the song resounding, Ech - o all a - round—
Cheerful voices ring - ing, Swell our notes of praise.
Free from gloom and sadness, Join our song of praise.
Hearts and voices blending, Join in sweetest praise.
O - ver earth re- bounding, With a joy - ful sound.
f
p
La la la, la la la, la la la, la, la la, la la la la la.
f
p

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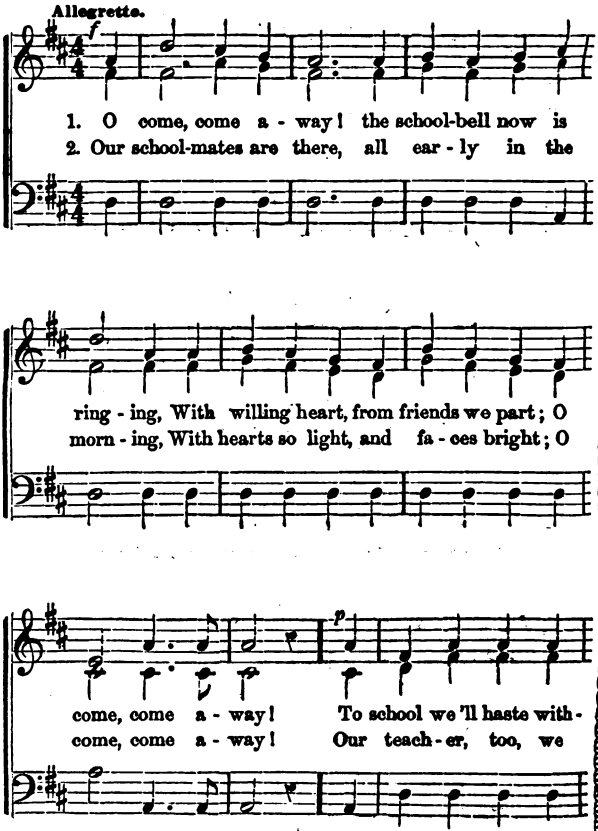
O COME, COME AWAY!

Words by C. W. SANDERS. German Melody.


Allegretto.
1. O come, come a - way! the school-bell now is
2. Our school-mates are there, all ear - ly in the
ring - ing, With willing heart, from friends we part; O
morn - ing, With hearts so light, and fa - ces bright; O
come, come a - way! To school we 'll haste with -
come, come a - way! Our teach - er, too, we

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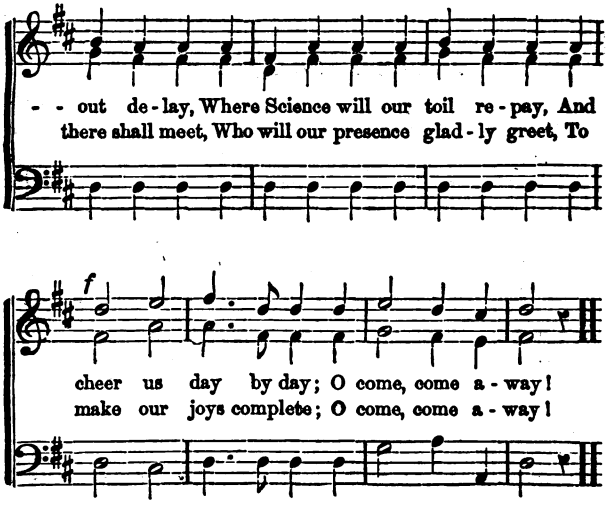
- - out de - lay, Where Science will our toil re - pay, And
there shall meet, Who will our presence glad - ly greet, To
f
cheer us day by day; O come, come a - way!
make our joys complete; O come, come a - way!

3.

There we all will join our social hymns in singing,
With joyful lays our notes we'll raise;
O come, come away!
Then to our studies we'll repair,
Improve our time with studious care,
Observe each rule while there;
O come, come away!

4.

And when from our toil, at eve again returning,
To home so dear, we'll haste with cheer;
O come, come away!
Where we again in merry glee,
Shall join in sweetest harmony,
From toil and care set free;
O come, come away!

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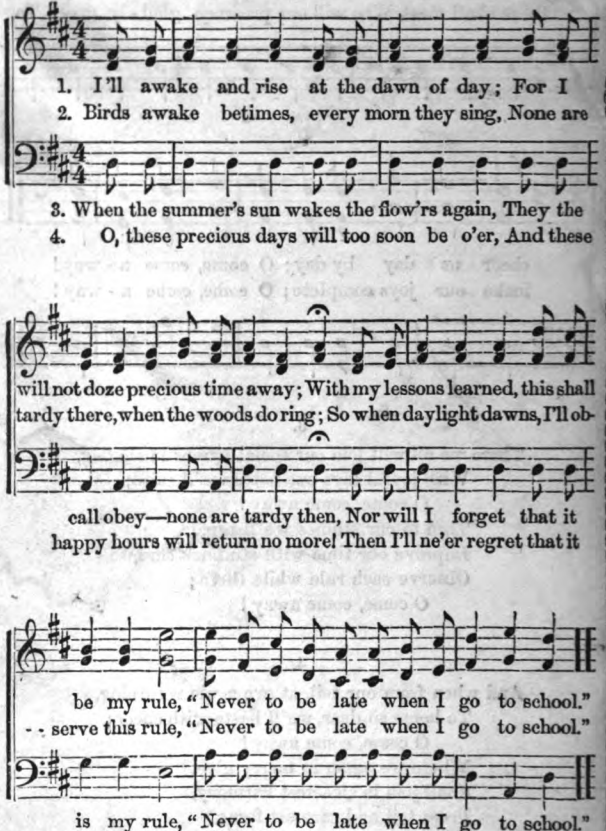
NEVER LATE AT SCHOOL

W. B. BRADBURY.


1. I'll awake and rise at the dawn of day; For I
2. Birds awake betimes, every morn they sing, None are
3. When the summer's sun wakes the flow'rs again, They the
4. O, these precious days will too soon be o'er, And these
will not doze precious time away; With my lessons learned, this shall
tardy there, when the woods do ring; So when daylight dawns, I'll ob-
call obey—none are tardy then, Nor will I forget that it
happy hours will return no more! Then I'll ne'er regret that it
be my rule, "Never to be late when I go to school."
serve this rule, "Never to be late when I go to school."
is my rule, "Never to be late when I go to school."
was my rule, "Never to be late when I go to school."

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